

Test Information
Guide:
College-Level
Examination
Program[®]

2015-16

College Composition

CLEP TEST INFORMATION GUIDE FOR COLLEGE COMPOSITION

History of CLEP

Since 1967, the College-Level Examination Program (CLEP®) has provided over six million people with the opportunity to reach their educational goals. CLEP participants have received college credit for knowledge and expertise they have gained through prior course work, independent study or work and life experience.

Over the years, the CLEP examinations have evolved to keep pace with changing curricula and pedagogy. Typically, the examinations represent material taught in introductory college-level courses from all areas of the college curriculum. Students may choose from 33 different subject areas in which to demonstrate their mastery of college-level material.

Today, more than 2,900 colleges and universities recognize and grant credit for CLEP.

Philosophy of CLEP

Promoting access to higher education is CLEP's foundation. CLEP offers students an opportunity to demonstrate and receive validation of their college-level skills and knowledge. Students who achieve an appropriate score on a CLEP exam can enrich their college experience with higher-level courses in their major field of study, expand their horizons by taking a wider array of electives and avoid repetition of material that they already know.

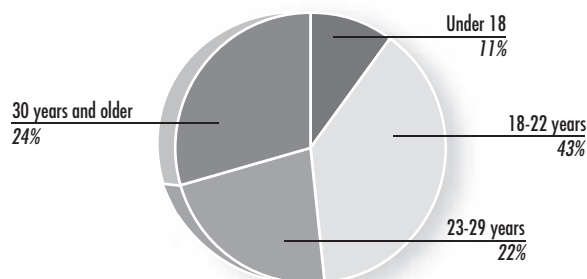
CLEP Participants

CLEP's test-taking population includes people of all ages and walks of life. Traditional 18- to 22-year-old students, adults just entering or returning to school, high-school students, home-schoolers and international students who need to quantify their knowledge have all been assisted by CLEP in earning their college degrees. Currently, 59 percent of CLEP's National (civilian) test-takers are women and 46 percent are 23 years of age or older.

For over 30 years, the College Board has worked to provide government-funded credit-by-exam opportunities to the military through CLEP. Military service members are fully funded for their CLEP exam fees. Exams are administered at military installations

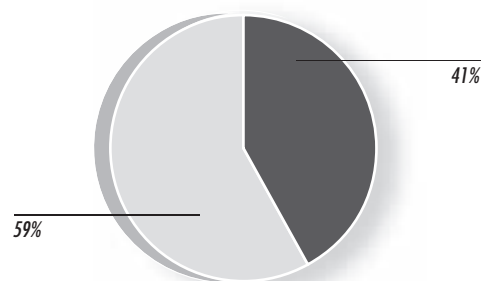
worldwide through computer-based testing programs. Approximately one-third of all CLEP candidates are military service members.

2014-15 National CLEP Candidates by Age*



* These data are based on 100% of CLEP test-takers who responded to this survey question during their examinations.

2014-15 National CLEP Candidates by Gender



Computer-Based CLEP Testing

The computer-based format of CLEP exams allows for a number of key features. These include:

- a variety of question formats that ensure effective assessment
- real-time score reporting that gives students and colleges the ability to make immediate credit-granting decisions (except College Composition, which requires faculty scoring of essays twice a month)
- a uniform recommended credit-granting score of 50 for all exams
- “rights-only” scoring, which awards one point per correct answer
- pretest questions that are not scored but provide current candidate population data and allow for rapid expansion of question pools

CLEP Exam Development

Content development for each of the CLEP exams is directed by a test development committee. Each committee is composed of faculty from a wide variety of institutions who are currently teaching the relevant college undergraduate courses. The committee members establish the test specifications based on feedback from a national curriculum survey; recommend credit-granting scores and standards; develop and select test questions; review statistical data and prepare descriptive material for use by faculty (*Test Information Guides*) and students planning to take the tests (*CLEP Official Study Guide*).

College faculty also participate in CLEP in other ways: they convene periodically as part of standard-setting panels to determine the recommended level of student competency for the granting of college credit; they are called upon to write exam questions and to review exam forms, and they help to ensure the continuing relevance of the CLEP examinations through the curriculum surveys.

The Curriculum Survey

The first step in the construction of a CLEP exam is a curriculum survey. Its main purpose is to obtain information needed to develop test-content specifications that reflect the current college curriculum and to recognize anticipated changes in the field. The surveys of college faculty are conducted in each subject every few years depending on the discipline. Specifically, the survey gathers information on:

- the major content and skill areas covered in the equivalent course and the proportion of the course devoted to each area
- specific topics taught and the emphasis given to each topic
- specific skills students are expected to acquire and the relative emphasis given to them
- recent and anticipated changes in course content, skills and topics
- the primary textbooks and supplementary learning resources used
- titles and lengths of college courses that correspond to the CLEP exam

The Committee

The College Board appoints standing committees of college faculty for each test title in the CLEP battery. Committee members usually serve a term of up to four years. Each committee works with content specialists at Educational Testing Service to establish test specifications and develop the tests. Listed below are the current committee members and their institutional affiliations.

Warren Carson, <i>Chair</i>	University of South Carolina — Upstate
April Gentry	Midway University
Christopher Nelson	University of North Dakota
Ann Pelelo	Clarke University

The primary objective of the committee is to produce tests with good content validity. CLEP tests must be rigorous and relevant to the discipline and the appropriate courses. While the consensus of the committee members is that this test has high content validity for a typical introductory College Composition course or curriculum, the validity of the content for a specific course or curriculum is best determined locally through careful review and comparison of test content, with instructional content covered in a particular course or curriculum.

The Committee Meeting

The exam is developed from a pool of questions written by committee members and outside question writers. All questions that will be scored on a CLEP exam have been pretested; those that pass a rigorous statistical analysis for content relevance, difficulty, fairness and correlation with assessment criteria are added to the pool. These questions are compiled by test development specialists according to the test specifications, and are presented to all the committee members for a final review. Before convening at a two- or three-day committee meeting, the members have a chance to review the test specifications and the pool of questions available for possible inclusion in the exam.

At the meeting, the committee determines whether the questions are appropriate for the test and, if not, whether they need to be reworked and pretested again to ensure that they are accurate and unambiguous. Finally, draft forms of the exam are reviewed to ensure comparable levels of difficulty and content specifications on the various test forms. The committee is also responsible for writing and developing pretest questions. These questions are administered to candidates who take the examination and provide valuable statistical feedback on student performance under operational conditions.

Once the questions are developed and pretested, tests are assembled in one of two ways. In some cases, test forms are assembled in their entirety. These forms are of comparable difficulty and are therefore interchangeable. More commonly, questions are assembled into smaller, content-specific units called testlets, which can then be combined in different ways to create multiple test forms. This method allows many different forms to be assembled from a pool of questions.

Test Specifications

Test content specifications are determined primarily through the curriculum survey, the expertise of the committee and test development specialists, the recommendations of appropriate councils and conferences, textbook reviews and other appropriate sources of information. Content specifications take into account:

- the purpose of the test
- the intended test-taker population
- the titles and descriptions of courses the test is designed to reflect
- the specific subject matter and abilities to be tested
- the length of the test, types of questions and instructions to be used

Recommendation of the American Council on Education (ACE)

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated CLEP processes and procedures for developing, administering and scoring the exams. Effective July 2001, ACE recommended a uniform credit-granting score of 50 across all subjects (with additional Level-2 recommendations for the world language examinations), representing the performance of students who earn a grade of C in the corresponding course. Every test title has a minimum score of **20**, a maximum score of **80** and a cut score of **50**. However, these score values cannot be compared across exams. The score scale is set so that a score of **50** represents the performance expected of a typical C student, which may differ from one subject to another. The score scale is not based on actual performance of test-takers. It is derived from the judgment of a panel of experts (college faculty who teach an equivalent course) who provide information on the level of student performance that would be necessary to receive college credit in the course.

Over the years, the CLEP examinations have been adapted to adjust to changes in curricula and pedagogy. As academic disciplines evolve, college faculty incorporate new methods and theory into their courses. CLEP examinations are revised to reflect those changes so the examinations continue to meet the needs of colleges and students. The CLEP program's most recent ACE CREDIT review was held in June 2015.

The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/acecredit.

CLEP Credit Granting

CLEP uses a common recommended credit-granting score of 50 for all CLEP exams.

This common credit-granting score does not mean, however, that the standards for all CLEP exams are the same. When a new or revised version of a test is introduced, the program conducts a standard setting to determine the recommended credit-granting score (“cut score”).

A standard-setting panel, consisting of 15–20 faculty members from colleges and universities across the country who are currently teaching the course, is appointed to give its expert judgment on the level of student performance that would be necessary to receive college credit in the course. The panel reviews the test and test specifications and defines

the capabilities of the typical A student, as well as those of the typical B, C and D students.* Expected individual student performance is rated by each panelist on each question. The combined average of the ratings is used to determine a recommended number of examination questions that must be answered correctly to mirror classroom performance of typical B and C students in the related course. The panel’s findings are given to members of the test development committee who, with the help of Educational Testing Service and College Board psychometric specialists, make a final determination on which raw scores are equivalent to B and C levels of performance.

*Student performance for the language exams (French, German and Spanish) is defined only at the B and C levels.

College Composition

Description of the Examination

The CLEP College Composition examination assesses writing skills taught in most first-year college composition courses. Those skills include analysis, argumentation, synthesis, usage, ability to recognize logical development and research. The exam cannot cover every skill (such as keeping a journal or peer editing) required in many first-year college writing courses. Candidates will, however, be expected to apply the principles and conventions used in longer writing projects to two timed writing assignments and to apply the rules of standard written English.

The exam contains multiple-choice items and two mandatory, centrally scored essays. The essays are scored twice a month by college English faculty from throughout the country via an online scoring system. Each of the two essays is scored independently by two different readers, and the scores are then combined. This combined score is weighted approximately equally with the score from the multiple-choice section. These scores are then combined to yield the candidate's score. The resulting combined score is reported as a single scaled score between 20 and 80. Separate scores are not reported for the multiple-choice and essay sections. The exam contains approximately 50 multiple-choice items to be answered in approximately 50 minutes and two essays to be written in 70 minutes, for a total of approximately 120 minutes testing time.

The exam includes some pretest multiple-choice questions that will not be counted toward the candidate's score.

Colleges set their own credit-granting policies and therefore differ with regard to their acceptance of the College Composition examination. Most colleges will grant course credit for a first-year composition or English course that emphasizes expository writing; others will grant credit toward satisfying a liberal arts or distribution requirement in English.

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the College Composition Modular examination and recommended the awarding of college credit for a score of 50 or above. Refer to the document "What Your CLEP Score Means" for additional information about the ACE credit recommendations.

Knowledge and Skills Required

The exam measures candidates' knowledge of the fundamental principles of rhetoric and composition and their ability to apply the principles of standard written English. In addition, the exam requires familiarity with research and reference skills. In one of the two essays in the essay section, candidates must develop a position by building an argument in which they synthesize information from two provided sources, which they must cite. The requirement that candidates cite the sources they use reflects the recognition of source attribution as an essential skill in college writing courses.

The skills assessed in the College Composition examination follow. The numbers following the main topics indicate the approximate percentages of exam questions on those topics. The bulleted lists under each topic are meant to be representative rather than prescriptive.

Conventions of Standard Written English (10%)

This section measures candidates' awareness of a variety of logical, structural and grammatical relationships within sentences. The questions test recognition of acceptable usage relating to the items below:

- Syntax (parallelism, coordination, subordination)
- Sentence boundaries (comma splice, run-ons, sentence fragments)
- Recognition of correct sentences
- Concord/agreement (pronoun reference, case shift and number; subject-verb; verb tense)
- Diction
- Modifiers
- Idiom
- Active/passive voice
- Lack of subject in modifying word group
- Logical comparison
- Logical agreement
- Punctuation

Revision Skills (40%)

This section measures candidates' revision skills in the context of works in progress (early drafts of essays):

- Organization
- Evaluation of evidence
- Awareness of audience, tone and purpose
- Level of detail
- Coherence between sentences and paragraphs
- Sentence variety and structure
- Main idea, thesis statements and topic sentences
- Rhetorical effects and emphasis
- Use of language
- Evaluation of author's authority and appeal
- Evaluation of reasoning
- Consistency of point of view

- Transitions
- Sentence-level errors primarily relating to the conventions of standard written English

Ability to Use Source Materials (25%)

This section measures candidates' familiarity with elements of the following basic reference and research skills, which are tested primarily in sets but may also be tested through stand-alone questions. In the passage-based sets, the elements listed under Revision Skills and Rhetorical Analysis may also be tested. In addition, this section will cover the following skills:

- Use of reference materials
- Evaluation of sources
- Integration of resource material
- Documentation of sources (including, but not limited to, MLA, APA and Chicago manuals of style)

Rhetorical Analysis (25%)

This section measures candidates' ability to analyze writing. This skill is tested primarily in passage-based questions pertaining to critical thinking, style, purpose, audience and situation:

- Appeals
- Tone
- Organization/structure
- Rhetorical effects
- Use of language
- Evaluation of evidence

The Essays

In addition to the multiple-choice section, College Composition includes a mandatory essay section that tests skills of argumentation, analysis and synthesis. This section of the exam consists of two essays, both of which measure a candidate's ability to write clearly and effectively. The first essay is based on the candidate's reading, observation or experience, while the second requires candidates to synthesize and cite two sources that are provided. Candidates have 30 minutes to write the first essay and 40 minutes to read the two sources and write the second essay.

The essays must be typed on the computer.

Revision Skills (40%)

Directions: The following passages are early drafts of essays.

Read each passage and then answer the questions that follow. Some questions refer to particular sentences or parts of sentences and ask you to improve sentence structure or diction (word choice). Other questions refer to the entire essay or parts of the essay and ask you to consider the essay’s organization, development or effectiveness of language. In selecting your answers, follow the conventions of standard written English.

Questions 13–21 are based on the following draft of an essay.

(1) Winter counts are physical records, mainly drawings on animal hides or muslin, that Plains Indians, primarily the Lakota, used for showing each year of their history. (2) In this method, a year consists of one event recorded as an image in the winter count. (3) People could keep track of other events, such as births and deaths, by knowing the years in which it occurred. (4) In consultation with members of the Lakota people, curators at the Smithsonian Institution created an online exhibit of about a thousand winter counts.

(5) Scholars generally agree that collectively, probably, they chose which event would stand for a year. (6) An event chosen to represent a year was not necessarily the most important of that year, just one that was memorable for everyone in the group. (7) One person was the keeper of the winter count. (8) Once the group made its selection, he then recorded this event.

(9) Like any calendar, the winter counts named years but did not go into detail about what happened. (10) Here is where the keeper of the winter count came in. (11) He was the group’s official historian. (12) He remembered stories passed down to him and could place them in the winter count. (13) He could provide the significance of the events chosen to represent the years in the winter count. (14) Fortunately, several keepers were interviewed and their stories recorded in the nineteenth and early twentieth centuries.

(15) Even without their accompanying oral histories, however, the winter counts show that life for the Lakota was always on the move.

13. In context, which is the best replacement for “showing” in sentence 1?
- (A) producing
 - (B) appearing
 - (C) representing
 - (D) explaining
 - (E) signaling

14. In context, which of the following revisions must be made to sentence 3 (reproduced below)?

People could keep track of other events, such as births and deaths, by knowing the years in which it occurred.

- (A) Add “Ordinarily” to the beginning of the sentence.
- (B) Change “could” to “would”.
- (C) Change “such as” to “like”.
- (D) Change “it” to “they”.
- (E) Add “had” before “occurred”.

15. Which is the best revision of the underlined portion of sentence 5 (reproduced below)?

Scholars generally agree that collectively, probably, they chose which event would stand for a year.

- (A) what event would stand for a year was probably decided as a collective
- (B) collectively the Lakota Indians probably chose the event for its year
- (C) choosing the event that would stand for a year was probably a collective effort
- (D) it was probably a collective task, they all chose the event to stand for a year
- (E) the event that would stand for a year was probably their collective decision

16. Which of the following sentences is best to add after sentence 6?
- (A) Historians should look at several winter counts, looking out for repeated images, in order to get better information.
 - (B) The drawings were sometimes arranged in a spiral, reading out from the center; sometimes in page form, reading from top to bottom, left to right.
 - (C) However, winter counts helped the people keep their oral history in chronological order.
 - (D) For example, one year might be named for a war, while another might be named for a meteor shower.
 - (E) Winter counts show that conflict was the norm for many Native Americans.
17. In context, which of the following is the best way to combine sentences 7 and 8 (reproduced below)?

One person was the keeper of the winter count. Once the group made its selection, he then recorded this event.

- (A) One person, being the keeper of the winter count, he then recorded the event once the group made its selection.
- (B) One person was the keeper of the winter count, he then recorded the event once they made their selection.
- (C) Once the group had made its selection, one person, the keeper of the winter count, recorded it.
- (D) The keeper of the winter count was one person, and, when the group made its selection, he then recorded it.
- (E) Recording the event when the group finally selected it, the winter count was updated by one person, the keeper.

18. In context, which is best to add to the beginning of sentence 13?
- (A) Or,
 - (B) In addition,
 - (C) Despite this,
 - (D) However,
 - (E) Not to mention,

19. In context, where should the following sentence be placed?

Without the keeper and the vast amount of historical information stored in his memory, the winter counts would be little more than a cryptic list of years.

- (A) After sentence 1
 - (B) After sentence 3
 - (C) After sentence 5
 - (D) After sentence 12
 - (E) After sentence 13
20. Deleting which of the following sentences would most improve the coherence of the passage?
- (A) Sentence 2
 - (B) Sentence 4
 - (C) Sentence 9
 - (D) Sentence 10
 - (E) Sentence 15
21. The passage as a whole could be clarified by adding which of the following before the first sentence?
- (A) A brief paragraph comparing Native American timekeeping methods with calendar-based ones
 - (B) An excerpt of an interview with a Lakota keeper of the winter counts
 - (C) An analysis of how certain events make time seem longer than it really is
 - (D) An example of a student who learned about her Native American background and became a keeper of winter counts
 - (E) A discussion of how winter is viewed differently in different cultures

Questions 22–30 are based on the following draft of an essay.

(1) Americans enjoy some of the safest free drinking water on Earth, however spending \$15 billion on bottled water in 2006, and consumption is rising (Fishman). (2) While proponents of bottled water tout its health advantages over alternatives such as sugary sodas, environmentalists are concerned about the consequences of bottled-water consumption. (3) It takes 1.5 million barrels of oil a year to make the plastic water bottles Americans use, and the production of these bottles, many of them made of polyethylene terephthalate (PET), pollutes the atmosphere (Williams). (4) The manufacture of PET releases hydrocarbons, sulfur dioxides, carbon monoxide and other harmful substances into the atmosphere. (5) PET is recyclable, and over 85 percent of these bottles end up in landfills, where they can take as long as 1,000 years to degrade (Niman).

(6) It is not only the manufacture and disposal of water bottles that contribute to the harm it causes the environment. (7) Water is shipped to the United States from as far away as Fiji on freighters and then hauled in trucks to its destinations.

(8) What makes this wasteful practice especially ludicrous is that this luxury commodity is widely available for free. (9) The *San Francisco Chronicle* notes that bottled water costs 240 to 10,000 times more than tap water and that “forty percent of bottled water should be labeled bottled tap water because that is exactly what it is.”

22. In context, which of the following versions of the underlined portion of sentence 1 (reproduced below) is best?

Americans enjoy some of the safest free drinking water on Earth, however spending \$15 billion on bottled water in 2006, and consumption is rising (Fishman).

- (A) Earth, however spending
- (B) Earth, yet they spent
- (C) Earth; but spending
- (D) Earth; having spent
- (E) Earth, instead they spend

23. In context, which of the following is the best revision to sentence 3 (reproduced below)?

It takes 1.5 million barrels of oil a year to make the plastic water bottles Americans use, and the production of these bottles, many of them made of polyethylene terephthalate (PET), pollutes the atmosphere (Williams).

- (A) Begin the sentence with “However.”
- (B) Begin the sentence with “For one thing.”
- (C) Change “It takes” to “They take”.
- (D) Change “production of these bottles” to “producing such bottles”.
- (E) Delete “(Williams)” and begin the sentence with “Williams says”.

24. Which of the following should be done with the underlined portion of sentence 5 (reproduced below)?

PET is recyclable, and over 85 percent of these bottles end up in landfills, where they can take as long as 1,000 years to degrade (Niman).

- (A) Leave it as it is.
- (B) Change it to “If PET were recyclable, then”.
- (C) Change it to “True, PET is recyclable, with”.
- (D) Change it to “In addition, PET is recyclable as”.
- (E) Change it to “Furthermore, although PET is recyclable,”.

25. Which of the following versions of the underlined portion of sentence 6 (reproduced below) is best?

It is not only the manufacture and disposal of water bottles that contribute to the harm it causes the environment.

- (A) it caused
- (B) its having caused
- (C) causing
- (D) they cause
- (E) these bottles, they cause

26. Which of the following revisions would most emphasize the purpose of sentence 7 (reproduced below)?

Water is shipped to the United States from as far away as Fiji on freighters and then hauled in trucks to its destinations.

- (A) Insert “It is true that” at the beginning of the sentence.
- (B) Change “as far away as Fiji” to “places like Fiji”.
- (C) Change “freighters” to “boats” and “trucks” to “vehicles”.
- (D) Insert “fuel-burning” before “freighters” and “inefficient” before “trucks”.
- (E) Insert “ships called” before “freighters” and “various” before “destinations”.

27. Which would be the best place to insert the following sentence?

Many of the bottles of water that will be sold to Americans must first be transported from sources all over the world.

- (A) Immediately after sentence 1
- (B) Immediately after sentence 2
- (C) Immediately after sentence 4
- (D) Immediately after sentence 6
- (E) Immediately after sentence 8

28. Which of the following revisions is most needed in sentence 9 (reproduced below)?

The San Francisco Chronicle notes that bottled water costs 240 to 10,000 times more than tap water and that “forty percent of bottled water should be labeled bottled tap water because that is exactly what it is.”

- (A) Add the source of the material quoted in the sentence.
- (B) Change “costs” to “cost”.
- (C) Add “money” after “more”.
- (D) Change “forty” to “40”.
- (E) Add a colon before the first quotation mark.

29. Which of the following would be the best sentence with which to end the passage?

- (A) People mistakenly think bottled water is purer or tastes better than tap water.
- (B) Many newspapers have recently published stories about environmentalists’ efforts to persuade the public to stop buying bottled water.
- (C) Clearly, we can all do a lot to eliminate an unnecessary environmental hazard just by turning on the tap instead of buying bottled water.
- (D) Plastic bottles provide a convenient way to carry water, and people do need to drink extra water in hot weather.
- (E) While some kinds of bottled water are carbonated, Americans generally prefer noncarbonated brands.

30. Which of the following would make the most logical title for the passage?

- (A) Transportation Woes
- (B) The Problem with Bottled Water
- (C) Issues of the Environment and Consumption
- (D) The Benefits of Tap Water Consumption
- (E) Ways and Means of Saving Energy and Drinking Less

Ability to Use Source Materials (25%)

Directions: The following questions test your familiarity with basic research, reference and composition skills. Some questions refer to passages, while other questions are self-contained. For each question, choose the best answer.

31. sloth *n.* **1.** Aversion to work or exertion; laziness, indolence. **2.** Any of various slow-moving, arboreal, edentate mammals of the family *Bradypodidae* of South and Central America, having long hooklike claws, by which they hang upside down from tree branches, and feeding on leaves, buds, and fruits, especially: **a.** A member of the genus *Bradypus*, having three long-clawed toes on each forefoot. Also called *ai*, *three-toed sloth*. **b.** A member of the genus *Choloepus*, having two toes on each forefoot. Also called *two-toed sloth*, *unau*. **3.** A company of bears. See synonyms at **flock**. [Middle English *slowth*, from *slow*, *slow*.]

Which of the following statements is NOT supported by the definition above?

- (A) The word “sloth” has both abstract and concrete meanings.
 (B) One meaning of “sloth” has negative connotations.
 (C) “Slowth” was a word used in Middle English.
 (D) All sloths have three long-clawed toes.
 (E) The word “sloth” can refer to bears.
32. Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 6th ed. Cambridge: MIT P, 2010. Print.

In the citation shown, “et al.” indicates that the book was

- (A) published in Cambridge
 (B) edited by Adrian Akmajian
 (C) written by several authors
 (D) first published in 2010
 (E) an introduction to the fifth edition

33. Wacker, Peter. *Virtual Field Trip: New Brunswick Area, Raritan South Bank*. Rutgers U Geography Dept., 1997. Web. 8 Dec. 2003. <<http://geography.rutgers.edu/resources/vrtrip/index.html>>.

In the citation, what information is provided by “8 Dec. 2003”?

- (A) The date the information was accessed on the Internet
 (B) The date the virtual field trip was placed on a Web site
 (C) The date the article on New Brunswick was published in a print journal
 (D) The last time the Web site showing the virtual field trip was updated
 (E) The date the virtual field trip was filed with the Rutgers University Geography Department
34. *The following excerpt is taken from a student’s research paper.*

The principles of the separation of church and state and the right to practice religion freely are both supported by the First Amendment to the United States Constitution: “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof” (qtd. in Dye n.d.).

The letters “n.d.” mean that

- (A) the source has several publication dates
 (B) the date of the publication is unavailable
 (C) the quotation is from section n.d. of a source by Dye
 (D) a new paragraph begins here in the quotation
 (E) the quotation is from section n.d. of the Constitution

35. Allen, A.T. (2011). Gender, professionalization, and the child in the progressive era. *Journal of Women's History*, 23 (2), 112–136.

In the citation shown, “(2)” indicates that

- (A) there were two volumes of the *Journal of Women's History* published in 2011
 - (B) the article appears in the second issue of volume 23 of the *Journal of Women's History*
 - (C) there are two articles by A.T. Allen in volume 23 of the *Journal of Women's History*
 - (D) “Gender, professionalization, and the child in the progressive era” has more than one author
 - (E) “Gender, professionalization, and the child in the progressive era” appears in both print and online versions
36. Norman, Brian. “Bringing Malcolm X to Hollywood.” *The Cambridge Companion to Malcolm X*. Ed. Robert E. Terrill. Cambridge: Cambridge UP, 2010. 39–50.

In the citation shown, “39–50” indicates that

- (A) *The Cambridge Companion to Malcolm X* has 50 volumes
- (B) “Bringing Malcolm X to Hollywood” appears in the 2010 issue of Cambridge UP
- (C) “Bringing Malcolm X to Hollywood” is approximately 12 pages long
- (D) “Bringing Malcolm X to Hollywood” is the 39th of 50 articles
- (E) Robert E. Terrill is the author of an article that appears on pages 39–50

Questions 37–44 refer to the following passage.

(1) Invasive species are plant or animal species that become established in ecosystems where they did not originate. (2) Some blend in harmlessly with native species, but others cause ecological and economic damage. (3) A notorious example is the zebra mussel, native to Russia, that was first identified in the United States Great Lakes in 1988 (McKee 2003, 141). (4) Scientists believe that the mussels were inadvertently transported to North America in the ballast water of ships.

(5) Like many invasive species, zebra mussels threaten the biodiversity of the habitats they invade. (6) Zebra mussels reproduce so quickly and are so hardy that they have suppressed populations of the Great Lakes’ native mussels (Fields 2005, 164) and, along with other invasive species, threaten the Great Lakes’ entire food web.

(7) Environmental chemist Mike Murray claims, “As invasive species like zebra mussels overwhelm the Great Lakes, large stretches of the lakes have become underwater deserts.” (8) Although some skeptics dismiss the concern about invasive species as overblown, arguing that the majority of nonnative species cause no harm, many scientists are alarmed by the changes produced by the zebra mussel and other invasive species.

(9) The economic damage caused by the zebra mussel has prompted government officials and scientists to seek solutions to this problem.

(10) Many industrial facilities use chlorine to clear the mussels from their power and sewage plants. (11) Other facilities use chemicals specifically developed to kill mussels. (12) Unfortunately, both of these methods have certain harmful consequences. (13) An alternative may become available: a bacterium that kills zebra mussels without harming native species.

References

Fields, S. (2005). Great Lakes: Resources at risk. *Environmental Health Perspectives* 113 (2), 164–172.

McKee, J. (2003). *Sparing nature: The conflict between human population growth and Earth's biodiversity*. New Brunswick, NJ: Rutgers University Press.

37. Which of the following is cited in sentence 3?
- (A) A newspaper
 - (B) A scientific journal
 - (C) A Web site
 - (D) A book
 - (E) A magazine
38. The information in parentheses in sentence 6 informs the reader that
- (A) Fields conducted research in 2005 about how to protect native mussel species
 - (B) information about invasive species other than zebra mussels can be found in a source written by Fields
 - (C) Fields has written a work that provides information about zebra mussels' effects on native mussel populations
 - (D) the sentence is a direct quote from a work written by Fields
 - (E) information about the impact of invasive species on native aquatic populations can be found on page 2005 of a work by Fields
39. The author of the passage quotes Murray in sentence 7 most likely in order to
- (A) provide information about other invasive species in the Great Lakes
 - (B) suggest that scientists have underestimated the damage done to the Great Lakes by zebra mussels
 - (C) point out that invasive species can affect many different kinds of environments
 - (D) emphasize the effects that zebra mussels have had on the Great Lakes ecosystem
 - (E) illustrate the nature of the food web in the Great Lakes
40. Which is best to do with sentence 7 (reproduced below)?
- Environmental chemist Mike Murray claims, "As invasive species like zebra mussels overwhelm the Great Lakes, large stretches of the lakes have become underwater deserts."*
- (A) Leave it as it is.
 - (B) Paraphrase Murray's comment rather than quote it directly.
 - (C) Add information in parentheses explaining Murray's claim.
 - (D) Provide Murray's credentials as a scientist.
 - (E) Add a citation indicating the source of the quotation from Murray.
41. Which of the following pieces of information, if added to the second paragraph (sentences 5–9), would most effectively advance the writer's argument?
- (A) Biographical information about Mike Murray
 - (B) Information about the life span of the zebra mussel
 - (C) Specific figures to illustrate the economic harm caused by zebra mussels
 - (D) Information about how power and sewage plants are designed
 - (E) A comparison of the revenues generated by commercial fishing and sportfishing in the Great Lakes region

42. Which of the following best describes the purpose of the final paragraph (sentences 10–13)?
- (A) It explains why the “skeptics” mentioned in the second paragraph are correct.
 - (B) It points out that the phenomenon introduced in the first paragraph can be easily controlled.
 - (C) It presents information to refute an argument presented in the first paragraph.
 - (D) It elaborates on the causes of a problem presented in the first and second paragraphs.
 - (E) It details various solutions to a problem discussed in the first and second paragraphs.
43. The final paragraph (sentences 10–13) could best be developed by
- (A) elaborating on the negative effects of current methods used to control zebra mussels
 - (B) explaining how researchers determined that zebra mussels were brought to North America in the ballast water of ships
 - (C) adding information about differences between zebra mussels and mussel species native to the Great Lakes
 - (D) explaining how the chemicals currently used to control zebra mussels are manufactured
 - (E) adding information about other invasive species in the Great Lakes and the economic damage they cause
44. The first item listed in the References section indicates all of the following EXCEPT that
- (A) “Great Lakes: Resources at risk” is around nine pages long
 - (B) “Great Lakes: Resources at risk” was written by S. Fields
 - (C) “Great Lakes: Resources at risk” appears on page 113 of *Environmental Health Perspectives*
 - (D) “Great Lakes: Resources at risk” is an article in a periodical
 - (E) *Environmental Health Perspectives* is published more than once a year

Questions 45–49 refer to the following passage.

(1) Sequential art is defined as the use of a series of drawings in sequence, with or without text, to tell a story or convey information. (2) We are most familiar with this kind of art in the form of comic books, but in recent decades, the sequential art genre of the graphic novel has not only become very popular, it has gained increasing acceptance among academics and scholars. (3) Many libraries, which would once never have dreamed of including comic books on their shelves, are now “only too happy to include graphic novels.” (4) But what’s the difference between the comic book and the graphic novel? (5) According to Madeline Smith, author of the *Cotton Candy* graphic novel series, “People think of comic books as short, brightly colored super-hero stories for boys. (6) But graphic novels can be much longer with more complex plots and characters—and most importantly, they can appeal to readers of all ages and backgrounds” (103). (7) Many graphic novels also focus on real-life experiences and events, unlike comic books, which are often based on fantasy or science fiction. (8) Interestingly, this has led to a number of successful graphic novels by women. (9) Graphic novels depicting girlhood experiences, marriage, and motherhood have been among some of the best sellers in the genre in recent years. (10) Because these texts more closely fit into academic categories like autobiography or personal narrative, graphic novels are also finding their way into literature classes.

Works Cited

Smith, Madeline. “Why Girls Are Taking Over Graphic Novels.” *Pop Culture Monthly* 7 (2009): 101–104. Print.

45. Which is best to do with sentence 3 (reproduced below)?
- Many libraries, which would once never have dreamed of including comic books on their shelves, are now “only too happy to include graphic novels.”*
- (A) Delete it from the passage.
 (B) Remove the quotation marks.
 (C) Include examples of specific libraries.
 (D) Indicate the source of the material in quotation marks with a citation.
 (E) Provide the names of some of the graphic novels that are available in libraries.
46. Which of the following, if added immediately after sentence 6, would most improve the first paragraph?
- (A) A description of one of the characters in Smith’s graphic novel
 (B) An explanation of how Smith’s quotation helps support the main idea of the paragraph
 (C) A quote from another source that agrees with Smith
 (D) A quote from a review of Smith’s graphic novel
 (E) An explanation of why Smith became a writer
47. What kind of information would provide the best support for the claim made in sentence 9?
- (A) Data from a newspaper article about sales trends in the graphic novel genre over the last few years
 (B) Results of a survey of the writer’s classmates to find out how many have purchased graphic novels in the last year
 (C) A quote from a scholarly article analyzing gender trends in the publishing industry
 (D) Customer review comments from an online bookseller’s Web site
 (E) Blog posts from enthusiastic readers of graphic novels
48. In the Works Cited section, the number 7 indicates which of the following?
- (A) The article is seven pages long.
 (B) The article appears on page 7.
 (C) The article was published in July.
 (D) The article appears in volume 7 of *Pop Culture Monthly*.
 (E) The volume of *Pop Culture Monthly* in which the article appears contains seven articles.
49. The word “Print” that appears at the end of the citation in the Works Cited section indicates that
- (A) the article is from a newspaper
 (B) *Pop Culture Monthly* does not publish an online version
 (C) the article is from a paper version of *Pop Culture Monthly*
 (D) the author of the article is also its publisher
 (E) the article is available in a large print version

Rhetorical Analysis (25%)

Directions: The following questions test your ability to analyze writing. Some questions refer to passages, while other questions are self-contained. For each question, choose the best answer.

Questions 50–53 refer to the following paragraph.

(1) The image of the mad scientist—the unstable genius driven toward dubious goals by an intoxicating ambition—is a familiar one, often thought of in this age of cloning and genetic engineering. (2) Many people would be surprised to learn that the most influential embodiment of this archetype was created by a nineteenth-century teenager. (3) When Mary Shelley published her first novel, *Frankenstein*, in 1818, she was barely nineteen years old, yet her mesmerizing tale of a young scientist who creates a terrifying monster quickly became a best seller, and its story has been adapted many times for stage and screen. (4) In fact, it was the popularity of an early theatrical adaptation of *Frankenstein*, called *Presumption* and staged in London in 1823, that encouraged Shelley’s publisher to issue a second printing of her book. (5) Unfortunately, most people today know the Frankenstein story only through later adaptations and miss the many subtleties of Shelley’s original story in which the monster is not the shuffling, nearly mute menace of most movie versions, but a highly sensitive creature who reads Milton’s *Paradise Lost* and speaks eloquently of the wrongs done him by his creator, Dr. Frankenstein.

50. Which of the following best describes sentence 1?
- (A) It parodies an image that is taken seriously by many people.
 - (B) It discusses a well-known image in its current context.
 - (C) It states the thesis of the discussion to follow.
 - (D) It explores the connections between history and fantasy.
 - (E) It describes opposing views of a particular image.
51. Which of the following transition words or phrases, if inserted at the beginning of sentence 2 (reproduced below), would be most logical in the context of the passage?
- Many people would be surprised to learn that the most influential embodiment of this archetype was created by a nineteenth-century teenager.*
- (A) Therefore,
 - (B) Similarly,
 - (C) Nevertheless,
 - (D) In contrast,
 - (E) Likewise,
52. The author’s primary purpose in mentioning *Presumption* in sentence 4 is to
- (A) identify a way in which Shelley’s time differed from our own
 - (B) show that most people enjoy dramatizations more than novels
 - (C) suggest that Shelley’s story has been debased by later adaptations
 - (D) illustrate a point about the effect of a drama’s popularity on the publication of Shelley’s novel
 - (E) make an argument about nineteenth-century theatrical adaptations of popular novels
53. Sentence 5 primarily serves to
- (A) reveal the subtleties of an adaptation
 - (B) underscore the significance of a text
 - (C) highlight a neglected aspect of a text
 - (D) defend a cherished point of view
 - (E) extend an analysis about an author

Questions 54–56 refer to the following passage.

(1) In the late nineteenth century, librarians began noticing that many of the books in their care were breaking apart and crumbling. (2) Curiously, it was not the oldest books that were deteriorating, but the more recent volumes: those produced since the middle of the nineteenth century with sheets fabricated from a highly acidic wood-pulp mixture. (3) The transition to this lesser-grade stock began during the 1860s, when increasing demand for paper hastened the development of a cheaper process. (4) To improve strength and to prevent ink from being too readily absorbed by the pulp paper, chemicals, including aluminum sulfate (alum), were added to the mix. (5) The result was that documents exposed to humidity produced sulfuric acid, which weakened the molecular structure of the pulp’s cellulose.

54. The word “Curiously” in sentence 2 is meant to address which of the following assumptions?
- (A) Old artifacts tend to be more valuable than recently produced ones.
 - (B) Environmental factors such as humidity often have unforeseen effects.
 - (C) Cheaper production processes usually result in lower-quality products.
 - (D) All manufactured objects are inevitably subject to decay.
 - (E) Older objects are likely to disintegrate before objects created more recently.
55. In context, sentence 4 serves to
- (A) describe part of the process mentioned in sentence 3
 - (B) explain why a cheaper process for developing paper was required in the nineteenth century
 - (C) explain why adding a particular agent to wood pulp makes papermaking more expensive
 - (D) counter the claim about the oldest books made in sentence 2
 - (E) indicate how a particular process affected the book market in the nineteenth century

56. Which of the following best describes the organization of the passage as a whole?
- (A) An approach is presented and found to be unreliable.
 - (B) A procedure is introduced and then described in more detail.
 - (C) A phenomenon is described and an explanation is provided.
 - (D) A problem is presented and two solutions are evaluated.
 - (E) A theory is proposed and challenged with new evidence.

Questions 57–60 refer to the following passage.

(1) While chocolate was highly esteemed in Mesoamerica, where it originated, its adoption in Europe was initially slow. (2) There is a common belief that Europeans needed to “transform” chocolate to make it appetizing. (3) However, while Spaniards did put sugar, which was unknown to indigenous Americans, into chocolate beverages, this additive was not completely innovative. (4) Mesoamericans were already sweetening chocolate with honey, and the step from honey to sugar—increasingly more available than honey because of expanding sugar plantations in the Americas—is a small one. (5) Likewise, although Spaniards adjusted Mesoamerican recipes by using European spices, the spices chosen suggest an attempt to replicate harder-to-find native flowers. (6) There is no indication the Spaniards deliberately tried to change the original flavor of chocolate.

57. In context, “common” (sentence 2) most nearly means
- (A) simplistic
 - (B) uninspired
 - (C) average
 - (D) trite
 - (E) prevalent

58. The discussion of honey in sentence 4 primarily serves to
- (A) detail the origins of an innovative practice
 - (B) present an example of a valid theory
 - (C) introduce a new topic for discussion
 - (D) extend a prior analogy
 - (E) refute a particular belief
59. According to the passage, the scarcity in Spain of certain flowers led to
- (A) attempts to cultivate those flowers in Spain
 - (B) a modification of the Mesoamerican recipe for chocolate
 - (C) the replacement of honey with sugar in chocolate recipes
 - (D) the exportation of quantities of those flowers to Spain
 - (E) the introduction of European spices to Spain
60. The passage is primarily concerned with
- (A) arguing for a particular view of a topic
 - (B) explaining how common misconceptions occur
 - (C) detailing the uses of chocolate
 - (D) exploring how certain cultures adapted foods
 - (E) refuting a particular academic theory

Sample Essays and Essay Topics

This section includes the following:

- General information about how to respond to the essay topics
- Essay-writing directions as they appear in the test
- The scoring guides used to evaluate the essays
- Sample essay topics
- Scored essays written in response to the topic

General Directions

Time: 70 minutes

You will have a total of 70 minutes to write two essays. You will have 30 minutes to complete the first essay, which is to be based on your own reading, experience or observations, and 40 minutes to complete the second essay, which requires you to synthesize two sources that are provided. Although you are free to begin writing at any point, it is better to take the time you need to plan your essays and to do the required reading than it is to begin writing immediately.

First Essay

Sample Topic 1

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

Directions

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.

Scoring Guide: College Composition Examination

Readers will assign scores based on the following scoring guide.

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 Provides no evidence of an attempt to respond to the assigned topic, is written in a language other than English, merely copies the prompt, or consists of only keystroke characters.

Sample Essays with Commentaries

Note: Errors in the sample essays are intentionally reproduced.

Essay A—This essay is scored a 6.

I disagree with the statement that the most difficult challenges people face are those that everybody creates for themselves. The assertion is not true, or at least not always, as I intend to show below. There may be instances where people set difficult objectives for themselves, but very often people simply have to try to address challenges they did not create, and survive or make the best of situations they have been put into by accidents such as geography, history, or ethnic and racial background. There are exceptions, but they are just that: exceptions, not the norm.

Often, especially for those coming from countries that are not dominating the world stage, succeeding in life, or simply making ends meet are major challenges, and not because those who face these challenges want to be in such situations. My parents grew up at a time when their country was undergoing major social and political transformations. World War II had just ended by the time my father was 12, the economy was in shambles, and the Nazi occupiers had been driven out of the country so the Red Army can take over. My grandfather was forced to give up his little land during the process of collectivization of agriculture. His small store was eventually confiscated as well, and the couple horses he had, along with thousands of horses throughout the country, were taken away to make room for the tractors the country was beginning to manufacture. By the time my father was drafted into the military, talk of World War II was everywhere, and the hysteria gave way only a couple of decades later. My father had to lie low all his life and not say a word against a regime that did not tolerate dissent. The kids' success in school meant they could get by within or without the messed up system the country was under. In my grandfather's words, it was important to study, because "no one can take away from you what you know."

I have also seen in this country instances where people's lives are made difficult by those in power. It is often assumed that everybody in this country shares a certain standard of living, although evidence contradicts that assumption. For many,

simply getting by is a major success, not because they love struggling to make ends meet, but because they do not have a choice. When Hurricane Katrina made landfall last August, the majority of the residents of New Orleans had evacuated the city. Many had not, though: some of their own free will, others because they simply did not have the means of travel. Later on, when large portions of the city were under water, some residents tried to cross one of the bridges from New Orleans to the west bank of the Mississippi River, but were received by police shooting in the air to scare them away. The city across the river apparently did not want "the problems" of the City of New Orleans.

Certainly there are instances where people set high goals for themselves and some succeed in attaining those goals, while many fail. I have all the respect for the former, but I think focusing on the few exceptions we may miss the big picture. Succeeding in spite of all odds, being a "self-made man," going "from rags to riches," are powerful myths in this country. I am not denying the effort and successes of the Rockefellers, Carnegies, or more recently the Trumps. I do think, nonetheless, that for every person who makes it in spite of all or most odds, there are many more who do not; for every college dropout who succeeds in life, such as Bill Gates, there are thousands who will struggle through life.

People often set hard-to-reach objectives and they may fail or succeed in pursuing those objectives. I do think, though, that for many, the most difficult challenges come from outside the individual, from their position in the social hierarchy, or the time and place where they are born and try to get by.

Commentary on Essay A

This insightful response argues that life's most difficult challenges come from outside the individual and cites specific accidents of history and geography as effective support for that claim. Paragraph two offers abundant, well-chosen evidence that political constraints imposed on the writer's family in Eastern Europe after the Second World War were much more formidable than any challenges they might have chosen for themselves. To provide further development, paragraph three describes the impact of similarly harsh conditions in a more immediate place and time—New Orleans

after Hurricane Katrina. Finally, in preparation for a strong but carefully measured conclusion, the essay acknowledges that some few individuals do accomplish great things despite overwhelming odds. Just as the development of this response is thorough and always sharply focused, the control of language is superior. Note, for example, skillful subordination in the third sentence of the essay and effective vocabulary in phrases such as “dominating the world stage” or “a regime that did not tolerate dissent.” A few minor errors are indeed present, as is allowed by the scoring guide, but sustained control supports a score of 6.

Essay B—This essay is scored a 4.

I agree that, as individuals, we tend to set higher goals for ourselves than outside influences. Because goals are so personal, it makes it that much more challenging to attain them. Psychologically, individuals can be their own worst enemy. Goals may be set and believed in by an individual but self-doubt, a low self-esteem and societal and familial attitudes may warp personal beliefs. When this happens, an individual may lose sight of the goal and instead focus doubt on the necessary steps to achieve the goal. Conversely, an individual may battle these internal and external obstacles and rise above them to successfully reach their goal. Who better to know the self than the individual? Goals are personal since only the individual really knows what they would like to achieve, at what level to set the goal and must find a way to achieve it.

An example of successful goal-setting is my business idol; George Lucas who’s educational and career history has been a real inspiration. Mr. Lucas continued to set higher goals for himself as his life developed. He has become a prolific director and businessman in the entertainment industry. He currently owns several companies including his own production company and special effects company. The reason why this is so inspiring is because he almost failed high school and had almost no prospects for the future. Before graduation, Mr. Lucas was involved in an almost fatal car crash. At this point in his life, he set a goal of becoming an excellent student both in the classroom and in life.

This was quite a high goal to set due to this previous academic ability and the external opinions of family and friends. He worked to accomplish graduating from a junior college then completing his B.A. in Film from USC, both with honors. Mr. Lucas continued to set higher and more challenging goals for himself to become an independent film producer and director and to not be affiliated with any particular movie studio. He had to pay his dues at first but finally his tenacity paid off and his creation of Lucasfilm has allowed him the goal of creative freedom in his work. I don’t believe that anyone else in his family or his acquaintances would have set such goals for him. Mr. Lucas psychologically believed in himself enough, knew what he wanted to do, set the applicable goals and worked to achieve them. No one else could have done this for him.

Commentary on Essay B

Since the first paragraph in this response deals mainly with psychological reasons for failure or success in achieving goals, it does not focus sharply on the question of relative difficulty. Paragraph two, however, clearly addresses the writing task and offers an extended example to argue that self-selected goals are indeed more difficult than those imposed by others. Instead of merely summarizing the life of George Lucas, the writer chooses several specific episodes in which Lucas’ own aspirations surpassed the expectations of family and friends. Thus, after a slow start, the essay does achieve competence in development, focus and organization. Despite some errors, control of language is also adequate to support a score of 4. Syntax is sometimes flawed (see the first and last sentences of paragraph one), but the essay is free of serious grammar errors. Furthermore, several phrases (e.g., “may warp personal beliefs,” “his tenacity paid off,”) demonstrate vocabulary that is clearly adequate.

Essay C—This essay is scored a 2.

This statement is strongly true. One example of this is my own life. I work very hard and never give up, and am even taking this test! I am very inspired to go to college and have made it my goal to achieve, no matter what. And I have achieved goals before this, so I know that I can achieve this one too, even though it seems hard. When I was a senior at Kennedy High school I saved up money to buy a car, and that was a goal that I achieved myself.

Another example of goals is my Mom. When I was little she went to nursing school and worked very hard, some people said it was impossible because she had four small children, but she graduated and now she works in a hospital. So obviously goals can be useful. I guess when a person has achieved a few goals then they feel more confident about going out to achieve other goals, and that way even though they set higher goals, you find out that you can even achieve the harder goals that seem more impossible like the question says. You feel good about what you already have achieved, so nothing seems impossible. You go out and do it!

Commentary on Essay C

Problems with development and focus make this response seriously limited in addressing the writing task. The writer twice refers to success in achieving personal goals (saving money for a car and Mom’s graduation from nursing school), but both examples are extremely thin and neither shows that self-imposed goals are any more challenging than those imposed by others. In the middle of paragraph two, the writer veers even further away from the topic with the plausible but—in this context—superfluous claim that “goals can be useful.” Even though the response begins by asserting that the prompt is “strongly true,” later sentences argue an entirely different point—that “nothing seems impossible” after one has gained confidence. Thus, since the response provides almost no relevant development, it earns a score of 2.

Second Essay

Sample Topic 2

Directions

The following assignment requires you to write a coherent essay in which you synthesize the two sources provided. Synthesis refers to combining the sources and your position to form a cohesive, supported argument. You must develop a position and incorporate both sources. **You must cite the sources whether you are paraphrasing or quoting.** Refer to each source by the author’s last name, the title or by any other means that adequately identifies it.

Introduction

A copyright gives the author of a creative work (like a book, film, painting or audio recording) exclusive rights to it: only the holder of a work’s copyright has the legal right to copy, publish or profit from the work. Many people agree that copyrights are a good thing, because they give creators the opportunity to benefit from their creative work. However, many people also agree that the free exchange of ideas is good for society because it fosters creativity and innovation. They argue that therefore in many instances there should be no copyright restrictions.

Assignment

Read the following sources carefully. Then write an essay in which you develop a position on whether copyright restrictions benefit or harm society. Be sure to incorporate and cite both of the accompanying sources as you develop your position.

Source 1:

Epstein, Richard A. “The Creators Own Ideas.” *Technology Review* 108.6 (2005): 56–60. Print.

The following passage is excerpted from an article in a journal on technology.

No matter one’s political beliefs, it is critical to remember the strong economic imperatives that drive modern societies to legislate some form of copyright protection. Just as we protect private rights in land for the benefit of the community, not solely for a property’s owner, so too we have a social reason to protect writings and other intellectual creations.

As [the eighteenth-century philosopher] John Locke would have it, a just society recognizes the natural rights of its citizens, including the right to protection of their productive labor. But copyright has an additional justification: it fosters huge positive contributions to culture, in the form of novels, movies, manuals, music, and other works. Some creators are motivated solely by the desire to create and would be happy to distribute their works under simple terms . . . requiring attribution only. But for most authors, compensation matters, and we increase their production by limiting the rights of others to copy their work.

Source 2:

Lessig, Lawrence. *The Future of Ideas: The Fate of the Commons in a Connected World*.
New York: Random House, 2001. Print.

The following passage is excerpted from a book on intellectual property.

Obviously many resources must be controlled if they are to be produced or sustained. I should have the right to control access to my house and my car. You shouldn't be allowed to rifle through my desk . . . Hollywood should have the right to charge admission to its movies. If one couldn't control access to these resources, or resources called "mine," one would have little incentive to work to produce these resources, including those called mine.

But likewise, and obviously, many resources should be free . . . I shouldn't need the permission of the Einstein estate before I test his theory against newly discovered data. These resources and others gain value by being kept free rather than controlled. A mature society realizes that value by protecting such resources from both private and public control.

We need to learn this lesson again. The opportunity for this learning is the Internet. No modern phenomenon better demonstrates the importance of free resources to innovation and creativity than the Internet. To those who argue that control is necessary if innovation is to occur, and that more control will yield more innovation, the Internet is the simplest and most direct reply.

Scoring Guide: College Composition Examination

Readers will assign scores based on the following scoring guide.

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 cites sources appropriately and

- develops a position effectively and insightfully, using well-chosen reasons, examples or details for support
- synthesizes* both sources effectively, with an effective and convincing link between the sources and the position
- 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 cites sources appropriately and

- develops a position consistently, using appropriate reasons, examples or details for support
- synthesizes both sources clearly, with a clear link between the sources and the position
- 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

*For the purposes of scoring, synthesis refers to combining the sources and writer's position to form a cohesive, supported argument.

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

A typical essay in this category cites sources appropriately and

- develops a position adequately, using reasons, examples or details for support
- synthesizes both sources adequately, with a link between the sources and the position
- 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:

- develops a position unevenly, often using assertions rather than relevant reasons, examples or details for support
- synthesizes one source only or two sources inadequately, or establishes an inadequate link between the source(s) and the position
- displays problems in citing sources: citations are confusing or incomplete
- 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 seriously underdeveloped, providing few or no relevant reasons, examples or details for support
- synthesizes only one source weakly or establishes a very weak link between the source(s) and the position
- does not cite any source
- 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:

- does not develop a position
- fails to synthesize the source(s) used or uses no sources at all
- contains severe writing errors that persistently interfere with meaning

0 – Off topic Provides no evidence of an attempt to respond to the assigned topic, is written in a language other than English, merely copies the prompt, or consists of only keystroke characters.

Essay A—This essay is scored a 6.

The ability to own property is one of the hallmarks of a modern and democratic society. All individuals have a right to their own property, be it tangible (a house or a car that they have bought) or intangible (an artistic or intellectual work that they have created). But the right of ownership benefits not only individuals but society as well. As Richard Epstein, in his article “The Creators Own Ideas,” argues, “just as we protect private rights in land for the benefit of the community, not solely for a property’s owner, so too we have a social reason to protect writings and other intellectual creations.” Because copyright laws protect artistic and intellectual creations, they benefit society as a whole, and should therefore be upheld.

While “some creators are motivated solely by the desire to create,” most do expect to be compensated for their efforts (Epstein). Therefore, as Epstein indicates, there are “strong economic imperatives that drive modern societies to legislate some form of copyright protection.” Artists, writers, and other creators of intellectual and creative work spend countless hours of their time on their creations, which are often their only means of income. A major fear of creators is that somebody else will steal their work, thereby depriving them of their income. Fortunately, as Epstein points out, copyright laws protect against such infringement. Without such safeguards in place, creators may be less likely to release their works for fear that they may be stolen from. Without copyright laws guaranteeing just compensation to creators, productivity decreases, and society would not benefit from a wealth of artistic, creative, and intellectual works. But when producers of intellectual property are protected, productivity increases, fostering “huge positive contributions to society, in the form of novels, movies, manuals, music and other works” (Epstein).

*Lawrence Lessig, however, disagrees with this line of reasoning, arguing instead that copyright laws should be abolished. In his book *The Future of Ideas*, Lessig states: “I shouldn’t need the permission of the Einstein estate before I test his theory.” The flaw in this argument is that there is quite a difference between an artistic work and a scientific idea. While a novel or movie is the creative work of a person or persons, scientific ideas are meant to have their validity tested and scrutinized. Einstein’s theory of relativity isn’t a work of art,*

rather it is just what its name implies: a theory. A theory should be tested whenever the need arises because a theory is an attempt to explain how something works. It is not, however, a form of self expression. While Einstein certainly has the right to receive credit for his theory, it does not, and should not, have the same protection as a creative work, such as a piece of literature, art, or music.

Lessig uses the Internet as a model for a copyright-free society, claiming that “no modern phenomenon better demonstrates the importance of free resources to innovation and creativity.” However, while the Internet does function as an exchange of free ideas in some areas, even there people still strive to protect their intellectual property. For instance, you won’t find the full text from a Harry Potter book online, because the author doesn’t want her work to be stolen. In fact, quite a portion of the Internet is devoted to advertisement and trying to sell products, intellectual works included. While the Internet is certainly innovative, its creativity and innovation are not solely due to free ideas. The Internet also serves a global marketplace, and the sale of artistic works is a primary reason for its existence as well.

In conclusion, people have the right to “own” their own creations. Copyright laws exist to protect the rights of the creators. Without such protections, the drive for intellectual production will be stifled. With the right to property being so emphasized, copyright laws only make sense in order to fully preserve the rights of individuals, who in turn benefit society with their creative and intellectual contributions.

Commentary on Essay A

This response effectively develops a focused argument that copyright restrictions not only benefit individuals, who have a right to “own” their own creations, but society as a whole, which prospers from the artistic and intellectual contributions made by those individuals. Quotations from both sources (Epstein and Lessig) are effectively synthesized (“Therefore, as Epstein indicates . . .”) and appropriately cited. Paragraph three offers an insightful distinction between a scientific theory (Einstein’s theory of relativity) and a creative work (a novel or movie), while paragraph four uses the well-chosen example of a Harry Potter novel to further the argument that not

even the Internet is free from market considerations. The response demonstrates some minor errors in use of language (the unclear pronoun in “they may be stolen from” in paragraph two), but its superior facility with language, effective vocabulary (“hallmarks of a modern and democratic society”), and sustained control of grammar, usage and mechanics merit it a score of 6.

Essay B—This essay is scored a 4.

A copyright gives the author of a creative work exclusive rights to it: only the holder of a work’s copyright has the legal rights to copy, publish, or profit from the work. Therefore, copyright restrictions can only be beneficial to society.

According to Richard Epstein, “copyright fosters huge positive contributions to culture, in the form of novels, movies, manuals, music, and other works.” Epstein, further states that “some creators are motivated solely by the desire to create and would be happy to distribute their works under simple terms . . . requiring attribution only.” It is unfair for authors, musicians, and other copyright holders to not profit from their hard work: some of which takes months or even years to complete. In order for some of these copyright holders to make profits, they have to charge others for the remake or reproduction of their work. “Obviously many resources must be controlled if they are to be produced or sustained,” according to Lawrence Lessig.

However, Lessig argues, “many resources should be free . . . I shouldn’t need the permission of the Einstein estate before I test his theory against newly developed data.” But no one wants to work on a project without the possibility of not getting paid. The mindset that these resources should be free to reproduce is wrong. Not only is the money going back to the communities, the money these copyright holders get is going right back into the economy: this is a driving factor for the economy as well. Lessig, also states that “these resources and others gain value by being kept free rather than controlled.” Again, I disagree with Lessig’s statement. Society will benefit by keeping these works controlled rather than free, because the work will and forever be authentic, and not just some reproduce, unoriginal work.

When a work is being controlled, it gives society the first piece of work or the root of the source, from the source’s viewpoint. According to Epstein, “for most authors, compensation matters, and we increase their production by limiting the rights of others to copy their work.” Therefore, copyright restrictions not only good for the person who made it, but it is also good and beneficial to society.

Commentary on Essay B

The first paragraph sets out the response’s argument that “copyright restrictions can only be beneficial to society.” While this statement is slightly disconnected from the previous sentence, the response does present a clear position. In the next paragraph, the response adequately strengthens the position that authors, musicians and other creators should benefit from their works, using appropriate quotations from both sources for support. Displaying the response’s sustained development of the position, paragraph three disagrees with a statement from the second source and introduces the contention that the money gained by copyright holders is reintroduced into the economy, thereby providing an economic benefit to society. While the synthesis of quotations is sometimes stilted (“I disagree with Lessig’s statement”), there is nonetheless a link between the sources and the response’s position. Despite a weak start, the essay overall is competent in development, focus and organization. Some errors in grammar, usage and mechanics are present, but the control of language and vocabulary displayed in the essay is adequate to support a score of 4.

Essay C—This essay is scored a 2.

Copyrights are extremely common in our society; they can be found everywhere. To some people, copyrighting laws are just another rule and another way to prevent people from expanding their knowledge by sharing someone else's work. To other people: the creators, the arts, & the originators copyrighting is a source of income, privacy, & protection. A law that has benefited our society in more ways than one.

Copyrighting laws have had a positive effect on our society in the past years, although many would like to disagree and say that more intellectual resources should be free. However, when viewing copyrighted laws, I can not help but think about the originators. Whatever the item may be, it's theirs. They are the ones the spent countless hours, thoughts, and ideas on their project. I wouldn't want anyone to be able to take my hard work & sign their name beside it and then receive credit for it because they made a few minor adjustments. It's not ethical; it's wrong and it's stealing.

Also, if the society had the right mind set, they could see all of the positive effects of copyrights. One example of that would be to realize that if a big company published my book & copyrighted it, then the company (that has more power & connects) could distribute my work out into the world. More copies would be sent out and the more knowledge would be spread. Then, there's the argument that follows that point of view: More people can read the book, but they can't use anything from it, to test it, or apply it their work. This rebuttal is incompetent. When in reality if someone did want to take from my own copyrighted book, yes, they would have to make a few phone calls to get permission from my estate, but if using my work was that important to someone else, it shouldn't even matter to them if they have to go the extra mile to do so.

In conclusion, society is benefitted by copyright laws along with the originators. People just have to look at it from the creator's point of view and realize that not everything can come as easy as the click of a mouse on the internet. If you want something bad enough, you have to put in the effort, make a few more calls, & work towards your goal.

Commentary on Essay C

While this response does formulate the argument that copyright restrictions have a positive effect on society, it displays inconsistencies in focus and organization that make it seriously limited in addressing the writing task. The essay provides an example of the benefits of copyright laws in paragraph three, but the example is weak and does not adequately illustrate how copyrighting the book in question would benefit society. The response takes the point of view of the “originators,” but the focus shifts from analyzing and discussing the merits of copyright laws to an exhortation to obey them instead. Synthesis of source materials is often inadequate, with the response simply summarizing rather than evaluating (“many would like to disagree and say that more intellectual resources should be free”). Most serious, however, is the total lack of citation: although the sources are clearly used (in paragraphs two and three), the response fails to attribute them. Therefore, while its weak organization, poor focus and frequent problems in the use of language (such as the sentence fragment at the end of the first paragraph) demonstrate this essay’s limited competence, its complete failure to cite renders it seriously flawed, earning it a score of 2.

Study Resources

Most textbooks used in college-level composition courses cover the skills and topics measured in the College Composition examination, but the approaches to certain topics and the emphases given to them may differ. To prepare for the College Composition exam, it is advisable to study one or more college-level texts, such as readers, handbooks and writing guides. When selecting a text, check the table of contents against the knowledge and skills required for this examination.

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 about 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 the writers use language to express their meaning. Additional suggestions for preparing for CLEP exams are given in Chapter IV of the *CLEP Official Study Guide*.

Answer Key

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

Test Measurement Overview

Format

There are multiple forms of the computer-based test, each containing a predetermined set of scored questions. The examinations are not adaptive. There may be some overlap between different forms of a test: any of the forms may have a few questions, many questions, or no questions in common. Some overlap may be necessary for statistical reasons.

In the computer-based test, not all questions contribute to the candidate's score. Some of the questions presented to the candidate are being pretested for use in future editions of the tests and will not count toward his or her score.

Scoring Information

CLEP examinations are scored without a penalty for incorrect guessing. The candidate's raw score is simply the number of questions answered correctly. However, this raw score is not reported; the raw scores are translated into a scaled score by a process that adjusts for differences in the difficulty of the questions on the various forms of the test.

For CLEP College Composition, the two separately timed sections—the multiple-choice section and the essay section—are separately scored; these scores are then combined to create the composite score. The essays are scored by college teachers of writing. Each of the two essays is read and assigned a rating by two scorers; the sum of the ratings is weighted and then combined with the candidate's multiple-choice score. The composite scores are translated into a scaled score. Separate scores are not reported for the multiple-choice and essay sections.

Scaled Scores

The scaled scores are reported on a scale of 20–80. Because the different forms of the tests are not always exactly equal in difficulty, composite-to-scale conversions may in some cases differ from form to form. The easier a form is judged to be, the higher the raw score required to attain a given scaled score. **Table 1** indicates the relationship between composite score and scaled score across all forms.

The Recommended Credit-Granting Score

Table 1 also indicates the recommended credit-granting score, which represents the performance of students earning a grade of C in the corresponding course. The recommended B-level score represents B-level performance in equivalent course work. These scores were established as the result of a Standard Setting Study, the most recent having been conducted in 2009. The recommended credit-granting scores are based upon the judgments of a panel of experts currently teaching equivalent courses at various colleges and universities. These experts evaluate each question in order to determine the raw scores that would correspond to B and C levels of performance. Their judgments are then reviewed by a test development committee, which, in consultation with test content and psychometric specialists, makes a final determination. The standard-setting study is described more fully in the earlier section entitled “CLEP credit-granting” on page 5.

Panel members participating in the most recent study were:

Joyce Bender	Embry-Riddle Aeronautical University
Stuart Brown	New Mexico State University
Lynn Burley	University of Central Arkansas
Warren Carson	University of South Carolina — Upstate
Suzanne Diamond	Youngstown State University
Noreen Duncan	Mercer County Community College
April Gentry	Savannah State University
Priscilla Glanville	State College of Florida, Manatee-Sarasota
David Greenman	Canisius College
Suzanne Harper	Penn State Worthington Scranton
Jonathan Lang	University of California, Berkeley
Leroy Miller	Northern Kentucky University
Byron Nelson	West Virginia University
Ziva Piltch	SUNY Rockland Community College
David Reinheimer	Southeast Missouri State University
Meg Roland	Merylhurst University
Richard Strugala	Middlesex County Community College
Mary Trachsel	University of Iowa
Elizabethada Wright	Rivier College

After the recommended credit-granting scores are determined, a statistical procedure called scaling is applied to establish the exact correspondences between raw and scaled scores. Note that a scaled score of 50 is assigned to the raw score that corresponds to the recommended credit-granting score for C-level performance, and a high but usually less-than-perfect raw score is selected and assigned a scaled score of 80.

Table 1: College Composition Interpretive Score Data

American Council on Education (ACE) Recommended Number of Semester Hours of Credit: 6

Course Grade	Scaled Score	Composite Score
	80	44-45
	79	-
	78	-
	77	-
	76	-
	75	43
	74	-
	73	-
	72	-
	71	42
	70	-
	69	-
	68	41
	67	-
	66	40
	65	39
	64	-
	63	38
	62	37
	61	-
	60	36
B	59	35
	58	34
	57	33
	56	32
	55	31
	54	30
	53	29
	52	28
	51	27
C	50*	26
	49	24-25
	48	23
	47	22
	46	21
	45	20
	44	19
	43	18
	42	17
	41	16
	40	15
	39	-
	38	14
	37	13
	36	12
	35	-
	34	11
	33	-
	32	10
	31	-
	30	9
	29	-
	28	-
	27	8
	26	-
	25	-
	24	-
	23	7
	22	-
	21	-
	20	0-6

*Credit-granting score recommended by ACE.

Note: Composite scores with decimal places are not reflected in the table.

Validity

Validity is a characteristic of a particular use of the test scores of a group of examinees. If the scores are used to make inferences about the examinees' knowledge of a particular subject, the validity of the scores for that purpose is the extent to which those inferences can be trusted to be accurate.

One type of evidence for the validity of test scores is called content-related evidence of validity. It is usually based upon the judgments of a set of experts who evaluate the extent to which the content of the test is appropriate for the inferences to be made about the examinees' knowledge. The committee that developed the CLEP College Composition examination selected the content of the test to reflect the content of College Composition courses at most colleges, as determined by a curriculum survey. Since colleges differ somewhat in the content of the courses they offer, faculty members should, and are urged to, review the content outline and the sample questions to ensure that the test covers core content appropriate to the courses at their college.

Another type of evidence for test-score validity is called criterion-related evidence of validity. It consists of statistical evidence that examinees who score high on the test also do well on other measures of the knowledge or skills the test is being used to measure. Criterion-related evidence for the validity of CLEP scores can be obtained by studies comparing students' CLEP scores with the grades they received in corresponding classes, or other measures of achievement or ability. CLEP and the College Board conduct these studies, called Admitted Class Evaluation Service or ACES, for individual colleges that meet certain criteria at the college's request. Please contact CLEP for more information.

Reliability

The reliability of the test scores of a group of examinees is commonly described by two statistics: the reliability coefficient and the standard error of measurement (SEM). The reliability coefficient is the correlation between the scores those examinees get (or would get) on two independent replications of the measurement process. The reliability coefficient is intended to indicate the

stability/consistency of the candidates' test scores, and is often expressed as a number ranging from .00 to 1.00. A value of .00 indicates total lack of stability, while a value of 1.00 indicates perfect stability. The reliability coefficient can be interpreted as the correlation between the scores examinees would earn on two forms of the test that had no questions in common.

Given that there is a combination of multiple-choice items with essay prompts, statisticians use the Stratified Cronbach's Alpha to calculate the reliability for the College Composition test. The SEM is an estimate of the amount by which a typical test-taker's score differs from the average of the scores that a test-taker would have gotten on all possible editions of the test. It is expressed in score units of the test. Intervals extending one standard error above and below the true score for a test-taker will include 68 percent of that test-taker's obtained scores. Similarly, intervals extending two standard errors above and below the true score will include 95 percent of the test-taker's obtained scores. The standard error of measurement is inversely related to the reliability coefficient. If the reliability of the test were 1.00 (if it perfectly measured the candidate's knowledge), the standard error of measurement would be zero.

An additional index of reliability is the conditional standard of error of measurement (CSEM). Since different editions of this exam contain different questions, a test-taker's score would not be exactly the same on all possible editions of the exam. The CSEM indicates how much those scores would vary. It is the typical distance of those scores (all for the same test-taker) from their average. A test-taker's CSEM on a test cannot be computed, but by using the data from many test takers, it can be estimated. The CSEM estimate reported here is for a test-taker whose average score, over all possible forms of the exam, would be equal to the recommended C-level credit-granting score.

Scores on the CLEP examination in College Composition are estimated to have a reliability coefficient of 0.88. The standard error of measurement is 1.98 scaled-score points. The conditional standard error of measurement at the recommended C-level credit-granting score is 2.06 scaled-score points.