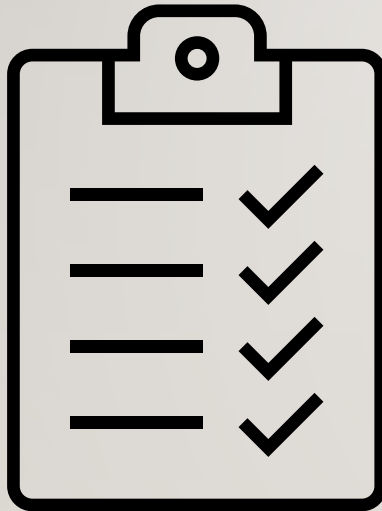




**NAVIGATING THE TRANSITION
TO COLLEGE FOR STUDENTS
WHO LEARN DIFFERENTLY**

**CARIN HOROWITZ, LMSW
TRANSITION SPECIALIST
BEDFORD CENTRAL SCHOOL DISTRICT**

AGENDA



- High School vs. College
- What's Out There?
- Getting Set up with Accommodations at College
- What Can I Do to Get Ready?
- Resource Links and Handouts

HIGH SCHOOL VS. COLLEGE – *LAWS AND REGULATIONS*



HIGH SCHOOL

- IDEA & Section 504 of the Rehabilitation Act
 - **F**ree and **A**ppropriate **P**ublic **E**ducation
 - District must identify students and evaluate (IDEA)
 - Team determines plan annually
 - Parents are included in planning team
 - IEP has a transition plan, 504 does not

COLLEGE

- Americans with Disabilities Act (ADA) & 504
 - Prohibits discrimination on the basis of disability
- Must meet admissions criteria
- Student must self identify/disclose disability and provide their own evaluations
- Parents not included (FERPA)

HIGH SCHOOL VS. COLLEGE – *RESPONSIBILITIES & EXPECTATIONS*

HIGH SCHOOL

- Curriculum may be modified for student success
- Student time is structured by others
- Teachers will offer help and reminders if they see a student needs it
- Accommodations and supports arranged by school team
- Inappropriate behavior due to disability results in modifications of program
- School team aware of support needs & classification

COLLEGE

- Student must meet the standard without modification
- Student must manage own time
- Professors expect student to initiate contact if help is needed
- Student chooses to use accommodations and must arrange them
- Students is responsible for their behavior and may face disciplinary consequences
- Status remains confidential until student initiates and indicates with whom information can be shared

COLLEGE OPTIONS & PROGRAMS



- Accommodations only
- Accommodations and some skill building
- Accommodations and structured learning support programs
- Comprehensive support programs
 - Some typical colleges and some exclusive for students with disabilities



WHAT TO CONSIDER AND WHAT TO ASK

CONSIDERATIONS

- Level of academic support needed/available
- Accessibility of accommodations
- Mental health supports, if needed
- Social supports, if needed
- Curriculum
 - Rigor and requirements

QUESTIONS

- Do you have supports above and beyond accommodations? Fee for service? Who delivers those services? Is it just academic or executive function as well? Group or 1:1 support?
- How do you implement accommodations?
- Is there a counseling center and what is the training of the staff? What if I have a home therapist?
- Is there any social supports for students with ASD?
- What are the core requirements? Do you offer foreign language and/or math substitution? Reduced course load? Priority registration?

GETTING SET UP WITH SERVICES IN COLLEGE

- Student voluntarily self identify/disclose a disability at the college Office of Disability/Accessibility Services
 - Recommended prior to the start of classes but may be done at any point in college career
- Student must provide documentation of disability
 - IEP and 504 plans will not suffice
- Disability services staff will review and meet with student to determine accommodations
 - Importance of self-advocacy
 - May see a decrease in accommodations from high school

DOCUMENTATION



- Must be completed by a qualified professional
- Documents should be evaluative and have a diagnostic statement, adult norms preferred
- Should describe how disability impacts functioning/limits one or more life activities
- Should be “current”
- For students with mental health, physical and/or health related disabilities, documents may need to be submitted annually
- Recommendation on your documents are not a guarantee of accommodation

DISCLOSURE



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94% of students with LD get assistance in high school. Only 17% utilize resources in college
Just 1/3 of students with LD pursuing a bachelor's degree earn one.

- **Students don't disclose because:**
 - They want to establish an identity independent of disability status
 - Shame or fear – being seen as lazy or unintelligent, or of getting an unfair advantage
 - Fear of negative faculty response
 - ***Underestimating how important accommodations are to their success***
 - Not knowing what services are available or how to access them

Horowitz, S.H., Rawe, J. & Whitaker, M.C. (2017) *The State of Learning Disabilities: Understanding the 1 in 5*. New York: National Center for Learning Disabilities

BE A BETTER SELF-ADVOCATE



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- Attend and **PARTICIPATE** in your IEP meetings.
- Understand and report strengths and challenges.
- Ask for help!
- Be aware of your time management and organizational skills.
- Understand your accommodations and how they work for you.
- Develop coping and problem-solving skills

GETTING READY

- Transition planning with your high school
 - In IEP starting at age 15
 - Making it meaningful
- Assessments – informal
 - Can be done on our own
- Skill building at home
- Transition programs, gap year, work/volunteering
 - While in high school, summer or post high school



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RESOURCES

Links and handouts in the chat



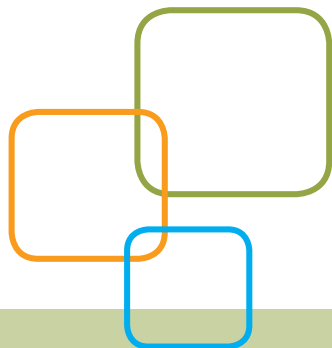
QUESTIONS?



Thank you for coming!

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ACCUPLACER[®]



ACCUPLACER[®]

Sample Questions for Students

Sentence Skills

In an ACCUPLACER® placement test, there are 20 Sentence Skills questions of two types.

- The first type is sentence correction questions that require an understanding of sentence structure. These questions ask you to choose the most appropriate word or phrase for the underlined portion of the sentence.
- The second type is construction shift questions. These questions ask that a sentence be rewritten according to the criteria shown while maintaining essentially the same meaning as the original sentence.

Within these two primary categories, the questions are also classified according to the skills being tested. Some questions deal with the logic of the sentence, others with whether or not the answer is a complete sentence, and still others with the relationship between coordination and subordination.

Sentence Skills Sample Questions

Directions for questions 1–12

Select the best version of the underlined part of the sentence. The first choice is the same as the original sentence. If you think the original sentence is best, choose the first answer.

1. Stamp collecting being a hobby that is sometimes used in the schools to teach economics and social studies.
 - A. being a hobby that is
 - B. is a hobby because it is
 - C. which is a hobby
 - D. is a hobby
2. Knocked sideways, the statue looked as if it would fall.
 - A. Knocked sideways, the statue looked
 - B. The statue was knocked sideways, looked
 - C. The statue looked knocked sideways
 - D. The statue, looking knocked sideways,
3. To walk, biking, and driving are Pat's favorite ways of getting around.
 - A. To walk, biking, and driving
 - B. Walking, biking, and driving
 - C. To walk, biking, and to drive
 - D. To walk, to bike, and also driving
4. When you cross the street in the middle of the block, this is an example of jaywalking.
 - A. When you cross the street in the middle of the block, this
 - B. You cross the street in the middle of the block, this
 - C. Crossing the street in the middle of the block
 - D. The fact that you cross the street in the middle of the block
5. Walking by the corner the other day, a child, I noticed, was watching for the light to change.
 - A. a child, I noticed, was watching
 - B. I noticed a child watching
 - C. a child was watching, I noticed,
 - D. there was, I noticed, a child watching
6. Going back to his old school, everything there looked smaller than Don remembered.
 - A. Going back to his old school,
 - B. When he went back to his old school,
 - C. To go back to his old school,
 - D. As he went back to his old school,
7. Painting, drawing and to sculpt are some of the techniques artists such as Picasso used to express themselves.
 - A. Painting, drawing and to sculpt
 - B. To paint, to draw, and sculpting
 - C. Painting, drawing and sculpting
 - D. To paint, draw, and sculpting
8. Playing sports in school which is an activity meant to teach teamwork and leadership skills students can use later in life.
 - A. which is an activity
 - B. is an activity because it is
 - C. being an activity which is
 - D. is an activity
9. Glancing at his watch, Daniel picked up his speed.
 - A. Glancing at his watch
 - B. He glanced at his watch and
 - C. To glance at his watch
 - D. Since he glanced at his watch
10. For a snake, shedding their skin up to eight times a year is part of a natural process.
 - A. For a snake, shedding their skin
 - B. A snake's shedding its skin
 - C. When a snake sheds its skin
 - D. To shed its skin, for snakes

11. To appear white or colorless, light is actually composed of an entire spectrum of colors.
- A. To appear white or colorless,
 - B. In appearing white or colorless,
 - C. As it appears white or colorless,
 - D. While it appears white or colorless,
12. I was surprised by the noise peering through the window to see who was at the door.
- A. I was surprised by the noise peering
 - B. I was surprised by the noise, peered
 - C. The noise surprised me, peering
 - D. Surprised by the noise, I peered

Directions for questions 13–25

Rewrite the sentence in your head following the directions given below. Keep in mind that your new sentence should be well written and should have essentially the same meaning as the original sentence.

13. It is easy to carry solid objects without spilling them, but the same cannot be said of liquids.

Rewrite, beginning with

Unlike liquids,

The next words will be

- A. it is easy to
 - B. we can easily
 - C. solid objects can easily be
 - D. solid objects are easy to be
14. Although the sandpiper is easily frightened by noise and light, it will bravely resist any force that threatens its nest.

Rewrite, beginning with

The sandpiper is easily frightened by noise and light,

The next words will be

- A. but it will bravely resist
 - B. nevertheless bravely resisting
 - C. and it will bravely resist
 - D. even if bravely resisting
15. If he had enough strength, Todd would move the boulder.

Rewrite, beginning with

Todd cannot move the boulder

The next words will be

- A. when lacking
- B. because he
- C. although there
- D. without enough

16. The band began to play, and then the real party started.

Rewrite, beginning with

The real party started

The next words will be

- A. after the band began
 - B. and the band began
 - C. although the band began
 - D. the band beginning
17. Chris heard no unusual noises when he listened in the park.

Rewrite, beginning with

Listening in the park,

The next words will be

- A. no unusual noises could be heard
 - B. then Chris heard no unusual noises
 - C. and hearing no unusual noises
 - D. Chris heard no unusual noises
18. It is unusual to see owls during the daytime, since they are nocturnal animals.

Rewrite, beginning with

Being nocturnal animals,

The next words will be

- A. it is unusual to see owls
 - B. owls are not usually seen
 - C. owls during the daytime are
 - D. it is during the daytime that
19. While bear attacks on humans are extremely rare, most occur when a mother bear's cubs are approached.

Rewrite, beginning with

Bear attacks on humans are extremely rare,

The next words will be

- A. but approaching a mother bear's cubs
- B. and approaching a mother bear's cubs
- C. even though approaching a mother bear's cubs
- D. nevertheless approaching a mother bear's cubs

20. If I want your opinion, I will ask for it.

Rewrite, beginning with

I won't ask for your opinion

The next words will be

- A. if I want it
- B. when I want it
- C. although I want it
- D. unless I want it

21. It began to rain, and everyone at the picnic ran to the trees to take shelter.

Rewrite, beginning with

Everyone at the picnic ran to take shelter

The next words will be

- A. beginning to rain
- B. when it began to rain
- C. although it began to rain
- D. and it began to rain

22. Lucy saw an amazing sight when she witnessed her first sunrise.

Rewrite, beginning with

Witnessing her first sunrise,

The next words will be

- A. an amazing sight was seen
- B. when Lucy saw an amazing sight
- C. Lucy saw an amazing sight
- D. seeing an amazing sight

23. After three hours of walking the museum, the entire family felt in need of a rest.

Rewrite, beginning with

The entire family felt in need of a rest

The next words will be

- A. walking through the museum for three hours
- B. having walked through the museum for three hours.
- C. and they walked through the museum for three hours
- D. despite having walked through the museum for three hours.

24. Bats see extremely well in the dark; in fact, much better than humans.

Rewrite, beginning with

Unlike bats,

The next words will be

- A. humans can see
- B. humans do not see
- C. it is not easy to see
- D. seeing is difficult

25. The big celebration meal was over, and everyone began to feel sleepy.

Rewrite, beginning with

Everyone began to feel sleepy

The next words will be

- A. and the big celebration meal
- B. before the big celebration meal
- C. after the big celebration meal
- D. although the big celebration meal

Reading Comprehension

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

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

Reading Comprehension Sample Questions

Read the statement or passage and then choose the best answer to the question. Answer the question based on what is stated or implied in the statement or passage.

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

The main idea of the paragraph maintains that the memory

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

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

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

This passage is primarily about

- A. unemployment in the 1930s.
 - B. the effect of unemployment on United States families.
 - C. President Franklin D. Roosevelt’s presidency.
 - D. President Roosevelt’s FERA program.
3. It is said that a smile is universally understood. And nothing triggers a smile more universally than a taste of sugar. Nearly everyone loves sugar. Infant studies indicate that humans are born with an innate love of sweets. Based on statistics, a lot of people in Great Britain must be smiling because on average, every man, woman, and child in that country consumes 95 pounds of sugar each year.

From this passage it seems safe to conclude that the English

- A. do not know that too much sugar is unhealthy.
 - B. eat desserts at every meal.
 - C. are fonder of sweets than most people.
 - D. have more cavities than any other people.
4. With varying success, many women around the world today struggle for equal rights. Historically, women have achieved greater equality with men during periods of social adversity. The following factors initiated the greatest number of improvements for women: violent revolution, world war, and the rigors of pioneering in an undeveloped land. In all three cases, the essential element that improved the status of women was a shortage of men, which required women to perform many of society’s vital tasks.

We can conclude from the information in this passage that

- A. women today are highly successful in winning equal rights.
- B. only pioneer women have been considered equal to men.
- C. historically, women have only achieved equality through force.
- D. historically, the principle of equality alone has not been enough to secure women equal rights.

5. In 1848, Charles Burton of New York City made the first baby carriage, but people strongly objected to the vehicles because they said the carriage operators hit too many pedestrians. Still convinced that he had a good idea, Burton opened a factory in England. He obtained orders for the baby carriages from Queen Isabella II of Spain, Queen Victoria of England, and the Pasha of Egypt. The United States had to wait another 10 years before it got a carriage factory, and only 75 carriages were sold in the first year.

Even after the success of baby carriages in England,

- A. Charles Burton was a poor man.
 - B. Americans were still reluctant to buy baby carriages.
 - C. Americans purchased thousands of baby carriages.
 - D. the United States bought more carriages than any other country.
6. All water molecules form six-sided structures as they freeze and become snow crystals. The shape of the crystal is determined by temperature, vapor, and wind conditions in the upper atmosphere. Snow crystals are always symmetrical because these conditions affect all six sides simultaneously.

The purpose of the passage is to present

- A. a personal observation.
 - B. a solution to a problem.
 - C. actual information.
 - D. opposing scientific theories.
7. In the words of Thomas DeQuincey, “It is notorious that the memory strengthens as you lay burdens upon it.” If, like most people, you have trouble recalling the names of those you have just met, try this: The next time you are introduced, plan to remember the names. Say to yourself, “I’ll listen carefully; I’ll repeat each person’s name to be sure I have it, and I will remember.” You’ll discover how effective this technique is and probably recall those names for the rest of your life.

The writer believes people remember names best when they

- a. meet new people
 - b. are intelligent
 - c. decide to do so
 - d. are interested in people
8. Many people have owned, or have heard of, traditional “piggy banks,” coin banks shaped like pigs. A logical theory about how this tradition started might be that because pigs often symbolize greed, the object is to “fatten” one’s piggy bank with as much money as possible.

However, while this idea makes sense, it is not the correct origin of the term. The genesis of the piggy bank is the old English word “pygg,” which was a common kind of clay hundreds of years ago in England. People used pots and jars made out of this red “pygg” clay for many different purposes in their homes. Sometimes they kept their money in one of the pots, and this was known as a pygg bank. Over the years, because “pygg” and “pig” sounded the same, glaziers began making novelty banks out of pottery in the shape of a pig as a kind of joke. These banks were given as gifts and exported

to countries where people spoke other languages and where no one had ever heard of pygg clay. The tradition caught on all over the world, and today piggy banks come in all colors and are made of all kinds of materials, including plastic.

This passage is mainly about

- A. how people in different countries save their money
 - B. how people in England made pottery centuries ago
 - C. how a common expression began in a surprising way
 - D. how an unusual custom got started
9. It is said that a smile is universally understood. And nothing triggers a smile more universally than the taste of sugar. Nearly everyone loves sugar. Infant studies indicate that humans are born with an innate love of sweets. Based on statistics, a lot of people in Great Britain must be smiling because on average, every man, woman and child in that country consumes 95 pounds of sugar each year.

This passage implies that the writer thinks that 95 pounds of sugar per person per year is

- A. a surprisingly large amount
 - B. a surprisingly small amount
 - C. about what one would expect
 - D. an unhealthy amount
10. The wheel has been used by humans since nearly the beginning of civilization and is considered one of the most important mechanical inventions of all time. Most primitive technologies since the invention of the wheel have been based on its principles, and since the industrial revolution, the wheel has been a basic element of nearly every machine constructed by humankind. No one knows the exact time and place of the invention of the wheel, but its beginnings can be seen across many ancient civilizations.

According to this passage, the wheel is an important invention because

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

Morse left the art world and helped to invent the telegraph

- A. because he was tired of painting

- B. because he wanted to communicate with people far away
- C. because of a personal tragedy in his life
- D. because he was fascinated by science

12. Leonardo DaVinci is not only one of the most famous artists in history, he was also a botanist, a writer and an inventor. Even though most of his inventions were not actually built in his lifetime, many of today's modern machines can be traced back to some of his original designs. The parachute, the military tank, the bicycle and even the airplane were foretold in the imaginative drawings that can still be seen in the fragments of Leonardo's notebooks. Over 500 years ago, this man conceived ideas that were far ahead of his time.

The author of this passage is praising Leonardo DaVinci for his:

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

Directions for questions 13–22

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

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

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

What does the second sentence do?

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

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

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

What does the second sentence do?

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

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

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

How are the two sentences related?

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

16. Serving on a jury is an important obligation of citizenship.

Many companies allow their employees paid leaves of absence to serve on juries.

What does the second sentence do?

- A. It reinforces what is stated in the first.
- B. It explains what is stated in the first.
- C. It expands on the first.
- D. It draws a conclusion about what is stated in the first.

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

The bloodhound's acute sense of smell and willing personality make it ideal for tracking people missing in the woods.

What does the second sentence do?

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

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

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

What does the second sentence do?

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

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

Obesity is now on the rise in countries outside the U.S., where fast food restaurants are becoming more common.

How do the two sentences relate?

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

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

Winters in North Dakota are inhospitable, with average temperatures in January ranging from 2 degrees Fahrenheit to 17 degrees.

What does the second sentence do?

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

The new mobile checkout system is intended to reduce long lines and customer wait times in stores.

What does the second sentence do?

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

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

How do the two sentences relate?

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

WritePlacer®

This test measures your ability to write effectively, which is critical to academic success.

Your writing sample will be scored on the basis of how effectively it communicates a whole message to the readers for the stated purpose. Your score will be based on your ability to express, organize and support your opinions and ideas, not the position you take on the essay topic. The following five characteristics of writing will be considered:

- Focus — The clarity with which you maintain your main idea or point of view
- Organization — The clarity with which you structure your response and present a logical sequence of ideas
- Development and Support — The extent to which you elaborate on your ideas and the extent to which you present supporting details
- Sentence Structure — The effectiveness of your sentence structure
- Mechanical Conventions — The extent to which your writing is free of errors in usage and mechanics

WritePlacer Sample Topic

Prepare a multiple-paragraph writing sample of about 300–600 words on the topic below. You should use the time available to plan, write, review and edit what you have written. Read the assignment carefully before you begin to write.

Some schools require each student to participate in an organized school sport chosen by the student. People at these schools argue that athletics is an important part of the educational experience and that there should be a rule requiring participation. Others argue that students should be free to decide whether or not they wish to participate in organized school sports. Write an essay for a classroom instructor in which you take a position on whether participation in organized school athletics should be required. Be sure to defend your position with logical arguments and appropriate examples. Your essay must be 300–600 words in length.

Arithmetic

This test measures your ability to perform basic arithmetic operations and to solve problems that involve fundamental arithmetic concepts. There are 17 questions on the Arithmetic tests, divided into three types.

- Operations with whole numbers and fractions: Topics included in this category are addition, subtraction, multiplication, division, recognizing equivalent fractions and mixed numbers, and estimating.
- Operations with decimals and percents: Topics include addition, subtraction, multiplication, and division with decimals. Percent problems, recognition of decimals, fraction and percent equivalencies, and problems involving estimation are also given.
- Applications and problem solving: Topics include rate, percent and measurement problems; simple geometry problems; and distribution of a quantity into its fractional parts.

Arithmetic Sample Questions

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

1. $2.75 + .003 + .158 =$
 - A. 4.36
 - B. 2.911
 - C. 0.436
 - D. 2.938
2. $7.86 \times 4.6 =$
 - A. 36.156
 - B. 36.216
 - C. 351.56
 - D. 361.56
3. $\frac{7}{20} =$
 - A. 0.035
 - B. 0.858
 - C. 0.35
 - D. 3.5
4. Which of the following is the least?
 - A. 0.105
 - B. 0.501
 - C. 0.015
 - D. 0.15
5. All of the following are ways to write 25 percent of N EXCEPT
 - A. 0.25 N
 - B. $\frac{25N}{100}$
 - C. $\frac{1}{4} N$
 - D. 25 N
6. Which of the following is closest to 27.8×9.6 ?
 - A. 280
 - B. 300
 - C. 2,800
 - D. 3,000
7. A soccer team played 160 games and won 65 percent of them. How many games did it win?
 - A. 94
 - B. 104
 - C. 114
 - D. 124

8. Three people who work full-time are to work together on a project, but their total time on the project is to be equivalent to that of only one person working full-time. If one of the people is budgeted for one-half of his time to the project and a second person for one-third of her time, what part of the third worker's time should be budgeted to this project?
- $\frac{1}{3}$
 - $\frac{3}{5}$
 - $\frac{1}{6}$
 - $\frac{1}{8}$
9. 32 is 40 percent of what number?
- 12.8
 - 128
 - 80
 - 800
10. $3\frac{1}{3} - 2\frac{2}{5} =$
- $1\frac{1}{2}$
 - $\frac{1}{15}$
 - $\frac{14}{15}$
 - $1\frac{1}{15}$
11. $2\frac{1}{2} + 4\frac{2}{3} =$
- $6\frac{1}{6}$
 - $6\frac{5}{6}$
 - $7\frac{1}{6}$
 - $7\frac{5}{6}$
12. What is $\frac{1,345}{99}$ rounded to the nearest integer?
- 12
 - 13
 - 14
 - 15
13. Three of four numbers have a sum of 22. If the average of the four numbers is 8, what is the fourth number?
- 4
 - 6
 - 8
 - 10
14. $46.2 \times 10^{-2} =$
- 0.0462
 - 0.462
 - 4.62
 - 462
15. If $\frac{3}{2} \div \frac{1}{4} = n$, then n is between
- 1 and 3
 - 3 and 5
 - 5 and 7
 - 7 and 9
16. What is 12% of 120?
- 10
 - 14.4
 - 18.4
 - 28.8
17. A box in a college bookstore contains books, and each book in the box is a history book, an English book or a science book. If one-third of these books are history books and one-sixth are English books, what fraction of the books are science books?
- $\frac{1}{3}$
 - $\frac{1}{2}$
 - $\frac{2}{3}$
 - $\frac{3}{4}$
18. The measures of two angles of a triangle are 35° and 45° . What is the measure of the third angle of the triangle?
- 95°
 - 100°
 - 105°
 - 110°

Elementary Algebra

Sample Questions

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

19. Erica bought $3\frac{1}{2}$ yards of fabric. If she uses $\frac{2}{3}$ of the fabric to make a curtain, how much will she have left?

- A. $\frac{1}{6}$ yd.
- B. $\frac{1}{3}$ yd.
- C. $1\frac{1}{6}$ yd.
- D. $2\frac{1}{3}$ yd.

20. Jen wants to tile the floor of her kitchen. The floor is rectangular and measures 12 feet by 8 feet. If it costs \$2.50 per square foot for the materials, what is the total cost of the materials for tiling the kitchen floor?

- A. \$160
- B. \$200
- C. \$220
- D. \$240

Elementary Algebra

A total of 12 questions of three types are administered in this test.

- The first type involves operations with integers and rational numbers, and includes computation with integers and negative rationals, the use of absolute values, and ordering.
- The second type involves operations with algebraic expressions using evaluation of simple formulas and expressions, and adding and subtracting monomials and polynomials. Questions involve multiplying and dividing monomials and polynomials, the evaluation of positive rational roots and exponents, simplifying algebraic fractions, and factoring.
- The third type of question involves translating written phrases into algebraic expressions and solving equations, inequalities, word problems, linear equations and inequalities, quadratic equations (by factoring), and verbal problems presented in an algebraic context.

1. If A represents the number of apples purchased at 15 cents each, and B represents the number of bananas purchased at 10 cents each, which of the following represents the total value of the purchases in cents?

- A. $A + B$
- B. $25(A + B)$
- C. $10A + 15B$
- D. $15A + 10B$

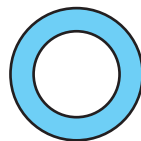
2. $\sqrt{2} \times \sqrt{15} = ?$

- A. 17
- B. 30
- C. $\sqrt{30}$
- D. $\sqrt{17}$

3. What is the value of the expression $2x^2 + 3xy - 4y^2$ when $x = 2$ and $y = -4$?

- A. -80
- B. 80
- C. -32
- D. 32

4. In the figure below, both circles have the same center, and the radius of the larger circle is R . If the radius of the smaller circle is 3 units less than R , which of the following represents the area of the shaded region?



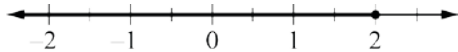
- A. πR^2
- B. $\pi(R - 3)^2$
- C. $\pi R^2 - \pi \times 3^2$
- D. $\pi R^2 - \pi(R - 3)^2$

5. $(3x - 2y)^2 =$

- A. $9x^2 - 4y^2$
- B. $9x^2 + 4y^2$
- C. $9x^2 + 4y^2 - 6xy$
- D. $9x^2 + 4y^2 - 12xy$

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

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

7. $\frac{4 - (-6)}{-5} =$
- $\frac{2}{5}$
 - $-\frac{2}{5}$
 - 2
 - 2
8. If $2x - 3(x + 4) = -5$, then $x =$
- 7
 - 7
 - 17
 - 17
9. $-3(5 - 6) - 4(2 - 3) =$
- 7
 - 7
 - 1
 - 1
10. Which of the following expressions is equivalent to $20 - \frac{4}{5}x \geq 16$?
- $x \leq 5$
 - $x \geq 5$
 - $x \geq 32\frac{1}{2}$
 - $x \leq 32\frac{1}{2}$
11. Which of the following lists of numbers is ordered from least to greatest?
- $-\frac{1}{3}, -\frac{3}{5}, \frac{2}{3}, \frac{3}{5}$
 - $-\frac{3}{5}, -\frac{1}{3}, \frac{3}{5}, \frac{2}{3}$
 - $-\frac{1}{3}, -\frac{3}{5}, \frac{3}{5}, \frac{2}{3}$
 - $-\frac{3}{5}, -\frac{1}{3}, \frac{2}{3}, \frac{3}{5}$
12. If $5t + 2 = 6$, then $t =$
- 8
 - $\frac{5}{4}$
 - $\frac{4}{5}$
 - 8
13. For which of the following equations are $x = 5$ and $x = -5$ both solutions?
- $x^2 - x^2 - 5x - 25 = 0$
 - $x^2 + 25 = 0$
 - $x^2 + 10x - 25 = 0$
 - $x^2 - 25 = 0$
14. If $x \neq 0$, then $\frac{u}{x} + \frac{5u}{x} - \frac{u}{5x} =$
- $\frac{7x}{5u}$
 - $\frac{5u}{7x}$
 - $\frac{29u}{5x}$
 - $\frac{31u}{5x}$
15. 
- The solution set of which of the following inequalities is graphed on the number line above?
- $2x - 4 \geq -3$
 - $2x + 5 \leq 6$
 - $3x - 1 \leq 5$
 - $4x - 1 \geq 7$
16. $2x + 6y = 5$
 $x + 3y = 2$
- How many solutions (x, y) are there to the system of equations above?
- None
 - One
 - Two
 - More than two
17. Which of the following is a factor of both $x^2 - x - 6$ and $x^2 - 5x + 6$?
- $x - 3$
 - $x + 3$
 - $x - 2$
 - $x + 2$

College-Level Mathematics Test

The College-Level Mathematics test measures your ability to solve problems that involve college-level mathematics concepts. There are six content areas measured on this test: (a) Algebraic Operations, (b) Solutions of Equations and Inequalities, (c) Coordinate Geometry, (d) Applications and other Algebra Topics, (e) Functions and (f) Trigonometry. The Algebraic Operations content area includes the simplification of rational algebraic expressions, factoring and expanding polynomials, and manipulating roots and exponents. The Solutions of Equations and Inequalities content area includes the solution of linear and quadratic equations and inequalities, systems of equations, and other algebraic equations. The Coordinate Geometry content area presents questions involving plane geometry, the coordinate plane, straight lines, conics, sets of points in the plane, and graphs of algebraic functions. The Functions content area includes questions involving polynomial, algebraic, exponential and logarithmic functions. The Trigonometry content area includes trigonometric functions. The Applications and other Algebra Topics content area contains complex numbers, series and sequences, determinants, permutations and combinations, factorials, and word problems. A total of 20 questions are administered on this test.

Sample Questions

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

1. $2^{\frac{5}{2}} - 2^{\frac{3}{2}}$

A. $2^{\frac{1}{2}}$

B. 2

C. $2^{\frac{3}{2}}$

D. $2^{\frac{5}{3}}$

E. 2^2

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

A. $9x^{12}$

B. $14x^4$

C. $5x^4 + 4x^2$

D. $5x^3 + 2x^2$

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

A. 40

B. 44

C. 48

D. 52

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

A. $2(p + 1)$ exercises per hour

B. $3(p - 1)$ exercises per hour

C. $\frac{2}{3}p$ exercises per hour

D. $\frac{3}{2}p$ exercises per hour

2. If $a \neq b$ and $\frac{1}{x} + \frac{1}{a} = \frac{1}{b}$, then $x =$

- A. $\frac{1}{b} - \frac{1}{a}$
- B. $b - a$
- C. $\frac{1}{ab}$
- D. $\frac{a-b}{ab}$
- E. $\frac{ab}{a-b}$

3. If $3x^2 - 2x + 7 = 0$, then $(x - \frac{1}{3})^2 =$

- A. $\frac{20}{9}$
- B. $\frac{7}{9}$
- C. $-\frac{7}{9}$
- D. $-\frac{8}{9}$
- E. $-\frac{20}{9}$

4. The graph of which of the following equations is a straight line parallel to the graph of $y = 2x$?

- A. $4x - y = 4$
- B. $2x - 2y = 2$
- C. $2x - y = 4$
- D. $2x + y = 2$
- E. $x - 2y = 4$

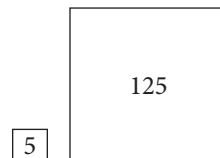
5. An equation of the line that contains the origin and the point (1, 2) is

- A. $y = 2x$
- B. $2y = x$
- C. $y = x - 1$
- D. $y = 2x + 1$
- E. $\frac{y}{2} = x - 1$

6. An apartment building contains 12 units consisting of one- and two-bedroom apartments that rent for \$360 and \$450 per month, respectively. When all units are rented, the total monthly rental is \$4,950. What is the number of two-bedroom apartments?

- A. 3
- B. 4
- C. 5
- D. 6
- E. 7

7. If the two square regions in the figures below have the respective areas indicated in square yards, how many yards of fencing are needed to enclose the two regions?



- A. $4\sqrt{130}$
- B. $20\sqrt{10}$
- C. $24\sqrt{5}$
- D. 100
- E. $104\sqrt{5}$

8. If $\log_{10} x = 3$, then $x =$

- A. 3^{10}
- B. 1,000
- C. 30
- D. $\frac{10}{3}$
- E. $\frac{3}{10}$

9. If $f(x) = 2x + 1$ and $g(x) = \frac{x-1}{2}$, then $f(g(x)) =$

- A. x
- B. $\frac{x-1}{4x+2}$
- C. $\frac{4x+2}{x-1}$
- D. $\frac{5x+1}{2}$
- E. $\frac{(2x+1)(x-1)}{2}$

10. If θ is an acute angle and $\sin \theta = \frac{1}{2}$, then $\cos \theta =$

- A. -1
- B. 0
- C. $\frac{1}{2}$
- D. $\frac{\sqrt{3}}{2}$
- E. 2

11. $5y(2y - 3) + (2y - 3) =$

- A. $(5y + 1)(2y + 3)$
- B. $(5y + 1)(2y - 3)$
- C. $(5y - 1)(2y + 3)$
- D. $(5y - 1)(2y - 3)$
- E. $10y(2y - 3)$

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

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

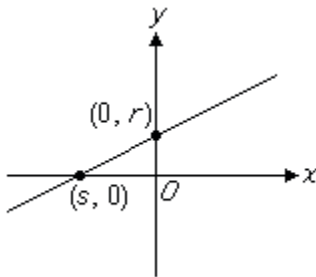
13. A root of $x^2 - 5x - 1 = 0$ is

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

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

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

15.



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

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

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

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

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

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

18. The sequence $\{a_n\}$ is defined by $a_0 = 1$ and

$a_{n+1} = 2a_n + 2$ for $n = 0, 1, 2, \dots$. What is the value of a_3 ?

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

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

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

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

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

ACCUPLACER ESL Reading Skills Test

The ESL Reading Skills test measures your ability to read English. Specifically, it assesses your comprehension of short passages. It contains brief passages of 50 words or less and moderate length passages of 50 to 90 words. Half of this test contains straightforward comprehension items (paraphrase, locating information, vocabulary on a phrase level, and pronoun reference). The other half assesses inference skills (main idea, fact versus opinion, cause/effect logic, identifying irrelevant information, author's point of view and applying the author's logic to another situation).

Sample Questions

1. Television has been introduced to almost every country in the world, reaching a large number of viewers on every continent. About 600 million people saw the first person walk on the moon, and a billion people watched the twentieth Olympic Games. Television has in many ways promoted understanding and cooperation among people. It does this by showing educational and cultural programs.

From this passage, a reader can conclude that the author believes that

- A. people spend too much time watching television
 - B. not every country needs to have television
 - C. television can unify people from around the world
 - D. television is as important as schools
2. Janet's parents bought her a new sports car as a birthday present. It was blue. Janet sold her 7-year-old blue pickup truck to a high school student. The truck could not go very fast, but the student was happy with it.

From the passage, which of these statements can the reader assume?

- A. Janet prefers trucks to cars.
- B. Janet likes the color blue.
- C. Janet owns more than one vehicle.
- D. Janet drives her car every day.

3. Some of Edward Weston's black-and-white photographs of American nature scenes are considered superb examples of visual art. Indeed, some of his photographs have commanded top prices at art galleries.

Which of the following best characterizes Weston's photographs?

- A. They belong to famous collectors.
 - B. They have been sold in art galleries for large sums of money.
 - C. They introduced many Americans to visual art.
 - D. They contrast American cities with natural settings.
4. Speaking to a group of people can be a frightening experience. Some speakers cope by looking above the heads of the audience. Others try to imagine that they are talking to a friend. A few try picturing the audience in some non-threatening way, such as in their pajamas.

The author of the passage assumes that speakers should

- A. feel comfortable when addressing an audience.
 - B. scare the audience.
 - C. encourage people to talk during the speech.
 - D. speak only to familiar people.
5. People have different ways of learning. Some are better at making mental pictures of new ideas. Others are more comfortable with writing lists of things to memorize. Certain people can learn best when listening to music, while others need silence to concentrate.

Which of the following is the main idea of the passage?

- A. Mental pictures help many to learn.
 - B. Some people prefer lists to making mental pictures.
 - C. To learn well you need to be comfortable.
 - D. Different individuals have different ways of acquiring information.
6. Before giving first aid to an accident victim, you should obtain his or her consent. Asking for consent takes a simple question. Say to the victim, "I know first aid, and I can help you until an ambulance arrives. Is that okay?"

"Asking for consent" means asking for

- A. permission to help the victim.
 - B. thanks from the victim.
 - C. help from onlookers.
 - D. information about the victim's injuries.
7. Jane and Paul are busy for 15 hours a day, 5 days a week going to college and working in a restaurant. They go to sleep at 11 p.m. every day, but on Sunday they take part in dance lessons.

According to the passage, Jane and Paul spend most of their time

- A. at home.
- B. going to college and working.
- C. taking part in dance lessons.
- D. sleeping.

8. If you hold a piece of copper wire over the flame of a match, heat will be conducted by the copper wire to your fingers, and you will be forced to drop the wire. You will, however, still be able to hold the match because the match is a poor conductor of heat. Anyone, child or adult, can try this simple experiment.

Which of the following is implied in the passage above?

- A. Copper is a good conductor of heat.
 - B. A match and copper conduct heat equally.
 - C. A match is an excellent conductor of heat.
 - D. Matches should be kept out of the reach of small children.
9. Many people own different pets. Dogs, cats, birds, and fish are common household pets. Others pets are considered to be exotic animals. These include snakes, lizards, and hedgehogs.

Snakes are

- A. uncommon pets.
 - B. likely to be found in a household with dogs.
 - C. found only in zoos.
 - D. not allowed in people's homes.
10. Cesar Chavez was an influential leader for farmworkers. He fought for their rights and better working conditions. Chavez led many strikes that angered farm owners. Eventually he succeeded in getting increased wages and improved living situations for farmworkers.

Chavez changed lives because he

- A. helped the farmers get more workers.
 - B. worked for the farmers.
 - C. helped work on the farms every day.
 - D. changed the conditions for the farmworkers.
11. When cartoonist Charles M. Schulz was a boy in elementary school, other boys teased him for being small and not very good at sports, and his art teacher told him he had no talent for drawing. He had few friends, and was too shy to talk to a red-haired girl he admired. Later in life, Schulz used his childhood experiences in his comic strip "Peanuts," using the strip's main character, the sad and lonely Charlie Brown, to represent himself as a little boy. "Peanuts" was unique at the time because it contained no adult characters. Readers fell in love with Charlie Brown, and "Peanuts" eventually became one of the most popular comic strips of all time.

What is the main idea of the passage?

- A. "Peanuts" was the world's most widely read comic strip.
- B. Charles M. Schulz was a very famous cartoonist.
- C. Schulz turned the pain of his youth into fame as an adult.
- D. The "Peanuts" comic strip featured children as its only characters.

12. Money has existed for thousands of years in nearly every culture as a means of exchange. However, today, the use of cash is becoming less and less common in modern societies all over the world. Every year, a higher percentage of purchases is made online, and even in stores customers are now using credit cards more often than cash. Many people today do all of their banking on the Internet rather than going to the bank in person.

The author of the passage probably assumes that

- A. cash will become virtually obsolete in the near future
 - B. using cash will become popular again
 - C. paying with credit cards all the time is dangerous
 - D. societies that do business online will prosper
13. Insomnia — the inability to fall asleep or to stay asleep — is a condition that plagues many people at one time or another in their lives. It can be uncomfortable, but is usually not harmful, and most people who believe they have been awake all night have actually slept more than they think. While some people rely on prescription medication to help them sleep, insomnia can be controlled by changing behavior. Insomnia is often caused by stress or anxiety, but it can also be made worse by eating too heavily too late; consuming a lot of caffeine; or watching television, using computers or exercising right before bedtime. If you can't sleep, the best thing to do is to get out of bed and do something calming for a while, such as read, until you feel sleepy. Some people find that herbal tea such as chamomile helps them feel drowsy.

The author believes that people can best combat insomnia by

- A. trying to sleep
 - B. taking medication
 - C. accepting their condition
 - D. changing their habits
14. Before giving first aid to an accident victim, you should obtain his or her consent. Asking for consent takes a simple question. Say to the victim, "I know first aid, and I can help until an ambulance arrives. Is that okay?"

According to the passage, it is wrong to

- A. use first aid on an accident victim without medical training
 - B. attempt to help an accident victim without permission
 - C. help a victim before an ambulance arrives
 - D. call for an ambulance instead of helping the victim
15. Dr. Ellen Ochoa is an inventor and is also the first female Hispanic astronaut. Her inventions include technology to help robots to inspect equipment in space to maintain safety and quality control on spacecraft. Before retiring, she logged more than 1,000 hours in space across several space missions.

Dr. Ochoa is

- A. the first Hispanic person to travel into space
- B. the first inventor to travel into space
- C. the first woman to travel into space
- D. the first Hispanic woman to travel into space

16. Dogs and cats make very different types of pets. Before deciding whether to buy or adopt a dog or a cat, prospective owners need to carefully consider their own lifestyles and personalities. Dogs may make more affectionate companions, but they require more care and attention. They must be taken out several times a day and should not be left alone for more than a few hours. Larger dogs require significant exercise to remain fit and healthy. Cats are usually more independent in nature and interact less with their owners. Also, a cat can be left on its own all day, or even for several days, as long as it has food and clean water to drink.

From this passage a reader can conclude that

- A. owning a cat requires less work than owning a dog
 - B. people who travel a lot should not own a cat
 - C. people who like to play with their pets should own a cat
 - D. owning a cat is more responsibility than owning a dog
17. People's moods are largely a matter of focus. It is a natural tendency of many people to focus on what is wrong in their lives, or on the day-to-day events that make them angry or irritated. However, anyone can change this by directing the mind. When feeling down or upset, a person can change his or her state of mind by recalling happy memories, by paying attention to the things for which he or she is grateful, or by directing the attention to something uplifting or beautiful, such as artwork, nature or music. By directing the mind in this way, a person can transform his or her mood in an instant, even if none of the outward circumstances have changed.

Which of the following is implied by the passage above?

- A. People's moods are determined by the conditions around them.
- B. People can take responsibility for controlling their own moods.
- C. A person's mood depends on what happens to him or her that day.
- D. People are usually in a good mood unless something happens to change it.

ACCUPLACER ESL Sentence Meaning Test

The ESL Sentence Meaning test measures how well you understand the meaning of sentences in English. It assesses the understanding of word meanings in one- or two-sentence contexts. The sentences are drawn from the subject areas of natural science, history/social studies, arts/humanities, psychology/human relations, and practical situations. There are four content areas measured: (a) Particle, Phrasal Verbs, Prepositions of Direction; (b) Adverbs, Adjectives, Connectives Sequence; (c) Basic Nouns and Verbs; and (d) Basic and Important Idioms.

Sample Questions

The sentence below has a blank space. Choose the word or phrase that makes the sentence meaningful and correct.

1. Shikibu Murasaki, who wrote almost a thousand years ago, was one of the world's _____ novelists.
 - A. most early
 - B. too early
 - C. more early
 - D. earliest
2. The Chang children _____ their parents by making sandwiches for the whole family.
 - A. helped out
 - B. helped with
 - C. helps for
 - D. helps to
3. As demonstrated by his last album, which was released after his death, Ibrahim Ferrer _____ one of the most beautiful voices in Latin music.
 - A. had
 - B. have
 - C. have had
 - D. having
4. After we saw the play, we had different opinions _____ Jane's performance.
 - A. about
 - B. at
 - C. for
 - D. towards

5. Having recorded many of the most beloved songs of the 1940s, jazz singer Ella Fitzgerald _____ one of the most prominent musical performers of her time.
- had been
 - has been
 - was
 - will be
6. As we drove through the darkness, we saw another car coming _____ the bend in the road.
- through
 - under
 - over
 - around
7. Sonia is so determined and stubborn, she never _____ until she gets exactly what she wants.
- gives up
 - gives out
 - gave in
 - gave away
8. At only 43, John F. Kennedy was the _____ American president ever to be elected.
- most young
 - more young
 - youngest
 - younger

Each problem contains one or two sentences followed by a question. Choose the correct answer to the question.

9. Elena found a tomato that was much bigger than all the others in the garden.
- How did the tomato compare to the others in the garden?
- It was the smallest.
 - It was not very large.
 - It was larger than some.
 - It was the largest.
10. When the popular entertainer canceled her appearance, the Latin American festival was postponed indefinitely.
- When will the festival likely take place?
- Tonight
 - Tomorrow
 - Next week
 - Many weeks later
11. Janet is never late to meet her friends, and sometimes arrives early.
- Which best describes Janet?
- Lonely
 - Punctual
 - Talkative
 - Tardy

12. Bram Stoker is best known for his classic horror novel *Dracula*, which was published in 1897.

What did Bram Stoker do?

- He was a doctor.
 - He was a merchant.
 - He was a writer.
 - He was an engineer.
13. Exhausted from her transatlantic flight, Judy could not stay up past 9 p.m.
- What did Judy do at 9 p.m.?
- Leave work
 - Come home from the airport
 - Lose her enthusiasm
 - Go to bed
14. This semester many students are enrolled in a new course, African Dance, which is being taught by a first-time instructor, Sheila Duncan.
- How long has the university offered the African dance class?
- For a short time
 - For many years
 - For an entire school year
 - On and off for a while
15. Samantha sleeps late whenever she can, leaves work early, and never does anything unless she absolutely has to.

Which best describes Samantha?

- boring
 - lazy
 - selfish
 - tired
16. Gustave Eiffel was immortalized by his Eiffel Tower in Paris, a structure that was originally meant to be temporary.
- Gustave Eiffel was
- a painter
 - a politician
 - an architect
 - a construction worker
17. We heard on the radio that because of damage to the school caused by the storm, classes are cancelled until further notice.
- When will classes resume?
- later today
 - tomorrow
 - several weeks from now
 - when the storm is over

18. Early for her dentist appointment, Beth killed time by looking in all the store windows on the block.

What was Beth doing?

- A. exercising
 - B. shopping
 - C. hunting
 - D. waiting
19. Even though Maria's puppy Sparky was the runt of the litter when she picked him out, he grew up to be the biggest dog in the neighborhood.

When Maria first got Sparky,

- A. he was larger than the other puppies
 - B. he was the smallest of all the puppies
 - C. he was larger than some of the other puppies
 - D. he was not very small
20. When Miguel ran for class president, he won by a mile.
- How many votes did Miguel get compared to the other candidate?
- A. He got just enough votes to win.
 - B. He got about the same number of votes.
 - C. He got significantly more votes.
 - D. He got a few more votes.

21. Juanita rushed to her dance class and burst through the door in the nick of time.

When Juanita got to her dance class, she was

- A. very early
- B. very late
- C. nearly late
- D. a little late

ACCUPLACER ESL Language Use Test

The ESL Language Use test measures your proficiency in using correct grammar in English sentences. There are five content areas measured on this test: (a) Nouns, Pronouns, Pronoun Case Structure; (b) Subject-Verb Agreement; (c) Comparatives, Adverbs, Adjectives; (d) Verbs; and (e) Subordination/Coordination.

Sample Questions

The sentence below has a blank space. Choose the word or phrase that makes a grammatically correct sentence.

1. _____ washing her sweater, Mary hung it up to dry.
 - A. After
 - B. Before
 - C. By
 - D. Until
2. Some day men and women _____ to Mars.
 - A. will travel
 - B. will travels
 - C. will traveling
 - D. will traveled
3. Water _____ at a temperature of zero degrees Celsius.
 - A. having frozen
 - B. freezing
 - C. freeze
 - D. freezes
4. _____ get a new haircut?
 - A. Have you
 - B. Does you
 - C. Are you
 - D. Did you
5. Jacques Cousteau will be remembered for his inventions and for _____ to marine science.
 - A. dedication
 - B. his dedication
 - C. being dedicated
 - D. his being dedicated
6. Since my parents always insist that I get a good night's sleep, they were _____ when I stayed out last night past my curfew.
 - A. very happy
 - B. very relieved
 - C. very tired
 - D. very angry

7. _____ children learn to read, whole new worlds and experiences open up to them.
- Before
 - Since
 - Until
 - After
8. When _____ get to the hotel?
- have we
 - will we
 - did we
 - are we
9. Galileo is most famous _____ that the Earth revolves around the sun, rather than the other way around.
- for having discovered
 - for discovery
 - his discovery
 - in discovering
10. Men and women sometimes have difficulty understanding each other because _____ differently.
- they communicate
 - they communicated
 - they have communicated
 - they communicates
11. Because she had practiced so hard for the gymnastics competition, Stacey was _____ when she achieved a nearly perfect score.
- disappointed
 - tired
 - victorious
 - thrilled
12. _____ can speak more than one language, you have the opportunity to make more new friends.
- So you
 - As you
 - When you
 - Though you
13. Light _____ than sound, which is why you see lightening before you hear the thunder.
- travelling faster
 - travels faster
 - having travelled faster
 - will travel faster

Read the two sentences below and choose the best way of combining them.

14. Her puppy ran out into the street chasing a cat. The owner quickly went to retrieve it.
- The owner quickly went to retrieve it after a cat was chased into the street by her puppy.
 - The owner quickly retrieved it after her puppy chased a cat into the street.
 - When her puppy ran into the street after a cat, the owner quickly went to retrieve the puppy.
 - Quickly retrieving it, the owner went quickly after her puppy that ran out into the street after a cat.
15. Lisa plays the piano. Her sister Kelly plays the piano, too.
- Lisa and her sister Kelly plays the piano.
 - Both Lisa and her sister Kelly play the piano.
 - Lisa plays the piano and Kelly plays the piano.
 - Lisa and Kelly too play the piano.
16. The road was slippery. We put chains on the tires.
- Although the road was slippery, we put chains on the tires.
 - The road became slippery when we put chains on the tires.
 - We put chains on the tires because the road was slippery.
 - Putting chains on the tires, the road we were on was slippery.
17. Kazuko took her dog for a walk. They went to the park.
- Kazuko, going to the park, took her dog for a walk.
 - Kazuko took her dog for a walk in the park.
 - Kazuko took her dog for a walk because they went to the park.
 - Kazuko and her dog went to the park, where they walked.
18. We knew it might get chilly at the football game. We brought along some extra blankets.
- We knew it might get chilly at the football game when we brought along some extra blankets.
 - Bringing along some extra blankets, we knew it might get chilly at the football game.
 - We brought along some extra blankets because it might get chilly at the football game.
 - It got chilly at the football game and we brought along some extra blankets.
19. Juan loves to play baseball. His friend Miguel enjoys baseball too.
- Both Juan and his friend Miguel enjoy playing baseball.
 - Juan and his friend Miguel enjoys playing baseball.
 - Juan enjoys playing baseball and his friend Miguel too.
 - Juan loves baseball and Miguel too enjoys baseball.

20. Wolves are pack animals. They are rarely spotted alone.
- A. Wolves are rarely spotted alone if they are pack animals.
 - B. Being pack animals, wolves are rarely spotted alone.
 - C. After being pack animals, wolves are rarely spotted alone.
 - D. Wolves are rarely spotted alone, although they are pack animals.
21. My aunt invited me to lunch. We went to her favorite restaurant.
- A. My aunt and I went to her favorite restaurant, when she invited me to lunch.
 - B. My aunt invited me to lunch because we went to her favorite restaurant.
 - C. My aunt invited me to lunch at her favorite restaurant.
 - D. My aunt, going to her favorite restaurant, invited me to lunch.
22. It was snowing heavily. Jorge still wished his father would let him drive into town.
- A. Even though it was snowing heavily, Jorge wished his father would let him drive into town.
 - B. Because it was snowing heavily, Jorge wished his father would let him drive into town.
 - C. Jorge wished his father would let him drive into town as it was snowing heavily.
 - D. Jorge wished his father would let him drive into town; nevertheless it was snowing heavily.
23. Do not pour your own drink when eating in a restaurant in Japan. It is considered impolite.
- A. Because it is considered impolite, do not pour your own drink when eating in a restaurant in Japan.
 - B. In Japan, do not pour your own drink when eating in a restaurant if it is considered impolite.
 - C. Pouring your own drink is considered impolite in Japan in a restaurant, so you should not do it.
 - D. Do not pour your own drink when eating in a restaurant in Japan while it is considered impolite.

Answer Key

SENTENCE SKILLS	
QUESTION NUMBER	CORRECT ANSWER
1	D
2	A
3	B
4	C
5	B
6	B
7	C
8	D
9	A
10	B
11	D
12	D
13	C
14	A
15	B
16	A
17	D
18	B
19	A
20	D
21	B
22	C
23	B
24	B
25	C

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

Answer Key

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

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

Answer Key

ESL LANGUAGE USE	
QUESTION NUMBER	CORRECT ANSWER
1	A
2	A
3	D
4	D
5	B
6	D
7	D
8	B
9	A
10	A
11	D
12	C
13	B
14	C
15	B
16	C
17	B
18	C
19	A
20	B
21	C
22	A
23	A

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

Answer Key

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

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

Differences between High School & Postsecondary for Students with Disabilities

APPLICABLE LAWS	
High School	College/Postsecondary
I.D.E.A. (Individuals with Disabilities Act)	A.D.A. (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973 and Free and Appropriate Public Education	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about APPROPRIATELY AMBITIOUS PROGRESS	A.D.A. is about ACCESS
REQUIRED DOCUMENTATION	
High School	College/Postsecondary
I.E.P. (Individualized Education Plan) and/or 504 Plan which outlines what the student needs to have meaningful progress in the curriculum.	High School I.E.P. and 504 Plans are not sufficient. Documentation guidelines specify information needed for each category of disability or adult services. https://dsp.sa.ucsb.edu/prospective-students/documentation
School provides evaluation at no cost to student.	Student must get evaluation at own expense .
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A (IEP) or a disability that affects major life functions (504).	Current documentation must provide information on specific nature of condition or disability, functional limitations, and it must demonstrate the need for specific accommodations.
SELF-ADVOCACY	
High School	College/Postsecondary
Student is identified by the school, and is supported by parents and teachers.	Student must self-identify to the Office of Accessibility/Disability Services, their employer, or adult services.
Primary responsibility for arranging accommodations belongs to the school	Primary responsibility for self-advocacy and arranging accommodations belongs to the student/young adult .
Teachers approach you if they believe you need assistance or remind you about assignments.	Professors/supervisors are usually open and helpful, but most expect you to initiate contact (self-disclose) if you need assistance.
Your time is usually structured by others.	You will need to manage your own time.
School counselors ensure that you have the necessary classes to graduate.	You must identify the classes needed to graduate and fulfill the requirements of your program.

PARENTAL ROLE

High School	College/Postsecondary
Parents/family have access to student records and they participate in the accommodation process.	Parents do not have access to student records without the student's written consent
Parents/family advocate for student.	Student advocates for self
Personnel talk freely with parent/family about student progress and planning	Personnel cannot discuss student with parent/family without student's written permission

CLASSES

High School	College/Postsecondary
Classes generally have no more than 35 students and support is often provided.	Classes may have over 100 students and are not always taught by the professor, teaching assistants may teach some classes.
You may study 0-3 hours each week and receive support in resource room.	You need to study 2-3 hours outside of class for each hour in class and advocate for your own support.
Students may participate in guided reading in class and minimal additional reading outside of class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class. Research papers that are 10-20 pages can be assigned and some classes may require over 100 pages of reading in a week.
Assignments can be completed in class or resource room.	Assignments are completed on your own time outside of class.
Expectations, assignments, and learning standards are clear and stated in each class.	The expectations may only be listed in the syllabus and you must find the important points from each reading/assignment/lecture.
Testing is frequent and covers small amount of material. Teachers often provide review sessions, pointing out the most important ideas.	Testing is usually infrequent and may be cumulative covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. Professors rarely hold review sessions and you are expected to identify the most important material and prepare your own study guides.
Extra credit is often available to raise your grade.	Extra credit assignments are rarely available.

Links and Resources

Navigating the Transition to College for Students Who Learn Differently

Carin Horowitz, LMSW
Transition Specialist
Bedford Central School District
chorowitz4689@bcsdny.org

College Guide

K & W Guide to Colleges for Students with Learning Differences
15th Edition coming out February 16, 2021

https://www.amazon.com/Guide-Colleges-Students-Learning-Differences/dp/0525570306/ref=sr_1_2?dchild=1&keywords=k+and+w+guide&qid=1609858556&s=books&sr=1-2

Assessments

Assorted (Learning style, test anxiety, study skills, etc). Spanish available

<https://www.how-to-study.com/assessments/>

Landmark College Guide to Assessing College Readiness

<https://aea8transition.files.wordpress.com/2013/04/guide-to-assessing-college-readiness-v5pgs1.pdf>

Learning Style Inventory

https://drive.google.com/file/d/1xUBRMMakeZ86ou4iRN1jC_3QWuryVSw2/view

Study Skills

https://drive.google.com/file/d/1T-HZm_5MJ1yHiaOvoRuNv1tokiWq5QaH/view

Am I Ready For College?

<https://www.thebeingwellcenter.com/image/Am%20I%20Ready%20For%20College-2.pdf>

Is My Kid Ready for College?

[https://www.thebeingwellcenter.com/image/Is%20Your%20Kid%20Ready%20for%20College\(1\).pdf](https://www.thebeingwellcenter.com/image/Is%20Your%20Kid%20Ready%20for%20College(1).pdf)

Interest inventory

www.mymajors.com

Library of additional assessments

<http://khake.com/page51.html>

A Sampling of Apps to Support College Students

<http://csd.uconn.edu/ios-note-taking-apps/>

<http://csd.uconn.edu/ios-readingwriting-apps/>

<http://csd.uconn.edu/ios-studying-apps/>

<http://csd.uconn.edu/ios-organizationtime-management-apps/>

<https://www.westernu.edu/mediafiles/cdihp/apps-students-with-disabilities.pdf>

Free Course on Getting Ready for College

<https://centerontransition.org/training/getready.cfm>

Transition and Support Programs

Chapel Haven
Asperger Syndrome Adult Transition Program (ASAT)
Residential Transition Program
New Haven, CT

<https://www.chapelhaven.org/asperger-syndrome-adult-transition-program-asat/>

CIP Berkshire
Residential Transition Program
Summer programs available for 10-12th grade high school students, or recent graduates
Lee, MA (multiple other farther locations)

<https://cipworldwide.org/cip-berkshire/berkshire-overview/>

Thames Academy at Mitchell College
Residential Transition Program on college campus
New London, CT

<http://mitchell.edu/thames/>

Landmark College

Residential summer programs for high school students or recent grads
Transitional/gap-year track (TAC) program for high school graduates

<https://www.landmark.edu/summer>

CareerNext at SUNY Schenectady

Residential College support program for students enrolled in Certificate, Associate's or Bachelor's programs at SUNY Cobleskill or SUNY Schenectady

<https://careernext.org/>

Transitions

Offers a variety of programs. Mayfield, NY (45 min from Albany)
Residential. Summer and year-round

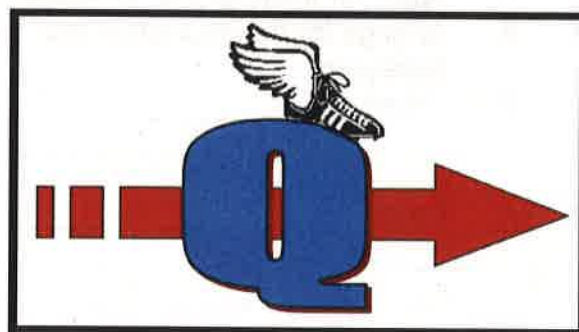
<https://www.transitionsusa.org/>

New Frontiers in Learning

Non -residential college supports, coaching, summer/winter programs, transition support

<https://www.nfil.net/>

QuickBook Of Transition Assessments



SUGGESTED TRANSITION ACTIVITIES Post-secondary & Life Long Learning

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE

- 1 Consider for this year
- 2 Already in progress
- 3 Already addressed and completed

Suggested Grade

8-9 10 11 12

• • • • •	1	2	3	Identify personal learning styles.	
• • • • •	1	2	3	Become aware of career interests and options.	
• • • • •	1	2	3	Become aware of post-secondary enrollment options.	
	• •	1	2	3	Visit post-secondary institutions.
	• •	1	2	3	Register and take college entrance exams.
	• •	1	2	3	Develop a resume and request letters of recommendation.
	• •	1	2	3	Identify and apply to post-secondary institutions.
	• •	1	2	3	Identify supports needed at post-secondary sites.
	• •	1	2	3	Identify and check eligibility requirements for adult support.
• • • • •	1	2	3	Check courses and credits toward high school graduation.	
	• •	1	2	3	Apply for financial aid, scholarships, etc.
	• •	1	2	3	Arrange for transportation and housing, if necessary.
		1	2	3	Other: _____

		1	2	3	Other: _____



Four Year College

Student: _____ Date Completed: _____
School: _____ Grade: _____
Completed By: _____

Please complete using the following code:

- + to indicate mastery of skill listed
- to indicate an area which requires instruction
- * to indicate that assistive technology is needed

FOUR-YEAR COLLEGE

SELF-DETERMINATION: Refers to the individual's ability to act as his or her own advocate.

- _____ 1. Knows where to get assistance when needed
- _____ 2. Asks for assistance when needed
- _____ 3. Can explain own disability
- _____ 4. Can accept disability
- _____ 5. Can describe successful coping behaviors
- _____ 6. Takes responsibility for appointments during school
- _____ 7. Takes responsibility for appointments outside school
- _____ 8. Demonstrates ability to act as own advocate
- _____ 9. Understands need for goals
- _____ 10. Looks at alternatives
- _____ 11. Anticipates consequences
- _____ 12. Knows where to find good advice
- _____ 13. Sets immediate goals
- _____ 14. Sets long term goals
- _____ 15. Is self-accepting
- _____ 16. Identifies and requests appropriate accommodations
- _____ 17. Is familiar with ADA and education/employment rights

ACADEMIC AND LIFELONG LEARNING: Competencies needed for future education.

English Skills

- _____ 1. Has reading skills that are adequate for college program selected
- _____ 2. Writes a research report independently
- _____ 3. Uses dictionary
- _____ 4. Uses thesaurus
- _____ 5. Demonstrates basic grammar, punctuation, and spelling skills
- _____ 6. Is willing to write and rewrite papers
- _____ 7. Uses library resources independently
- _____ 8. Can develop sentences into paragraph

- 9. Can develop outline
- 10. Writes about own experiences
- 11. Demonstrates adequate keyboarding skills OR is willing to hire papers typed
- 12. Knows how to use word processor

Mathematics Skills

- 1. Use a calculator accurately
- 2. Computes without calculator:
 - a. addition
 - b. subtraction
 - c. multiplication (without using times table)
 - d. division (without using division table)
 - e. all decimal operations
 - f. all fraction operations
 - g. positive-negative numbers
 - h. measurements
 - i. percentages
 - j. averages
 - k. algebra
 - l. geometry

Science Skills

- 1. Has passed mainstream courses in:
 - a. Earth Science
 - b. Physical Science
 - c. Biology/Life Science
 - d. Chemistry
 - e. Physics

Social Studies

- 1. Has passed mainstream courses in:
 - a. American History
 - b. American Government
 - c. Economics
 - d. Geography
 - e. Psychology
 - f. Sociology
 - g. World History
- 2. Is aware of current events
- 3. Reads newspaper to gain information

Study Skills

- 1. Sets realistic goals

- _____ 2. Practices time management
- _____ 3. Uses personal planner
- _____ 4. Is prompt
- _____ 5. Has necessary supplies and equipment
- _____ 6. Utilizes various resources (text, study guides, handouts, etc.) when preparing for tests
- _____ 7. Summarizes written or verbal information
- _____ 8. Uses self-management strategies to complete assignments
- _____ 9. Completes assigned work by deadlines
- _____ 10. Take notes using shortcut symbols for common words
- _____ 11. Underlines and highlights text and/or handouts appropriately

Test Taking

- _____ 1. Independently prepares for tests
- _____ 2. Can manage test anxiety
- _____ 3. Brings needed supplies
- _____ 4. Knows day, time and location of test
- _____ 5. Knows format of test and skills needed to pass test
- _____ 6. Knows what topics the test will cover

Lifelong Learning

- _____ 1. Identifies community resources
- _____ 2. Possesses critical and creative thinking skills
- _____ 3. Obtains and analyzes data and information
- _____ 4. Follows problem solving strategy
- _____ 5. Makes decisions
- _____ 6. Evaluates consequences and outcomes
- _____ 7. Obtains internal and external feedback
- _____ 8. Is self-motivated
- _____ 9. Demonstrates initiative, perseverance, determination, responsibility, accountability and flexibility
- _____ 10. Attends during instruction
- _____ 11. Follows verbal directions
- _____ 12. Follows written directions
- _____ 13. Remains on-task
- _____ 14. Is able to verbalize instructions given
- _____ 15. Ignores distractions

DAILY LIVING: Academic and functional competencies needed to live independently.

Selects, Manages & Maintains a Home

- _____ 1. Selects adequate housing

Buys & Prepares Food

- _____ 1. Plans balanced meals
- _____ 2. Purchases food
- _____ 3. Prepares meals
- _____ 4. Cleans food preparation areas
- _____ 5. Stores food

Buys and Cares for Clothing

- _____ 1. Washes clothing or chooses appropriate alternatives
- _____ 2. Irons and stores clothing
- _____ 3. Performs simple mending
- _____ 4. Purchases clothing

HEALTH AND PHYSICAL CARE: Academic and functional competencies needed to maintain the full range of physical, emotional, and mental well-being of an individual.

Cares for Personal Needs

- _____ 1. Demonstrates knowledge of physical fitness, nutrition & weight control
- _____ 2. Demonstrates knowledge of common illness prevention and treatment
- _____ 3. Demonstrates adequate personal hygiene

Emergencies

- _____ 1. Recognizes emergency situations
- _____ 2. Knows what to do in an emergency
- _____ 3. Selects health care professionals

LEISURE: Academic and functional competencies, interest and self-expression of an individual.

Utilizes Recreation and Leisure

- _____ 1. Knows activities and available community resources
- _____ 2. Uses recreational facilities in the community
- _____ 3. Plans and chooses activities wisely

MOBILITY: Academic and functional competencies needed to interact and travel.

- _____ 1. Demonstrates knowledge of traffic rules & safety practices
- _____ 2. Drives a car
- _____ 3. Demonstrates ability to read and interpret public transportation schedules

MONEY MANAGEMENT: Academic and functional competencies such as budgeting, balancing a checkbook, and insurance planning.

Manages Family Finances

- _____ 1. Identifies money and make correct change
- _____ 2. Plans, uses and adjusts a budget

- 3. Utilizes comparison shopping
- 4. Obtains and uses bank and credit facilities
- 5. Keeps basic financial records
- 6. Files personal income tax
- 7. Understands basic contracts

Insurance Planning

- 1. Identifies resources for insurance
 - a. health
 - b. auto
 - c. personal property
 - d. life
 - e. disability
- 2. Utilizes comparison shopping techniques for insurance
 - a. health
 - b. auto
 - c. personal property
 - d. life
 - e. disability

SOCIAL: Competencies needed to participate and interact in a variety of settings in society.

Personal Interaction With Others

- 1. Speaks in appropriate tone of voice
- 2. Makes eye contact
- 3. Deals with anger appropriately
- 4. Accepts responsibility for actions
- 5. Is able to delay gratification
- 6. Dresses appropriately for occasion
- 7. Expresses affection appropriately
- 8. States disagreement appropriately
- 9. Compromises when needed
- 10. Is honest
- 11. Respects the property of others

Initiates Interaction With Others

- 1. Initiates conversation appropriately
- 2. Greets others appropriately
- 3. Seeks attention appropriately
- 4. Disagrees appropriately
- 5. Initiates apology as needed
- 6. Introduces self to others

Responds to Social Contacts

- 1. Respects "personal space" of others

- _____ 2. Avoids inappropriate gestures
- _____ 3. Takes turns in conversation
- _____ 4. Responds appropriately to teasing
- _____ 5. Manages frustration appropriately
- _____ 6. Responds appropriately to feedback
- _____ 7. Recognizes informal social rules
- _____ 8. Participates in group activities
- _____ 9. Resists peer pressure
- _____ 10. Makes refusals appropriately
- _____ 11. Accepts "no" for an answer
- _____ 12. Responds appropriately to an angry person

WORKPLACE READINESS: Academic and functional competencies and basic work behaviors.

Exhibits Appropriate Work Habits and Behaviors

- _____ 1. Follows directions
- _____ 2. Exhibits collaborative work skills
- _____ 3. Works at a satisfactory rate
- _____ 4. Accepts supervision
- _____ 5. Displays acceptable attendance
- _____ 6. Is punctual
- _____ 7. Produces quality work
- _____ 8. Demonstrates occupational safety
- _____ 9. Works independently
- _____ 10. Demonstrates responsibility
- _____ 11. Demonstrates dependability
- _____ 12. Independently awakens each day in time to meet appointments/maintain schedule

Knows & Explores Occupational Possibilities

- _____ 1. Identifies personal values met through work
- _____ 2. Identifies social values met through work
- _____ 3. Identifies financial value of work
- _____ 4. Is familiar with job clusters
- _____ 1. Identifies job opportunities available locally
- _____ 2. Identifies sources of job information

Selects & Plans Occupational Choices

- _____ 1. Identifies occupational interests
- _____ 2. Identifies occupational aptitudes
- _____ 3. Identifies requirements of appropriate and available jobs
- _____ 4. Makes realistic occupational choices

Exhibits Adequate Physical-Manual Skills

- 1. Demonstrates balance and coordination
- 2. Demonstrates manual dexterity
- 3. Demonstrates stamina & endurance

OCCUPATIONALLY SPECIFIC SKILLS: Academic and functional competencies that would be needed in specific occupations or clusters of occupations.

Obtains a Specific Occupational Skill

- 1. Is cognizant of job specific skills required for career choice
- 2. Selects and enrolls in a college program

Adapted from materials developed by Western Hills Area Education Agency, Sioux City, Iowa.

Name _____ Date _____

Study Habits Questionnaire

Circle the mark that shows how likely you are to use each method.

Not Likely Somewhat Likely Very Likely

1. You are given an assignment that requires using some resource materials (dictionary, encyclopedia, atlas, almanac, etc.). How likely are you to:

ask the librarian for help

--	--	--	--

ask the learning disability specialist for help

--	--	--	--

ask a parent for help

--	--	--	--

ask a friend for help

--	--	--	--

search on your own

--	--	--	--

2. You have a very demanding schedule—a full class load and a part-time job.

How likely are you to:

aside a certain time each day set for studying

--	--	--	--

study whenever you get the chance

--	--	--	--

plan a study schedule each week, based on assignments

--	--	--	--

study just on the night before tests

--	--	--	--

study just enough to keep up

--	--	--	--

write assignments on a calendar according to when they're due

--	--	--	--

3. When preparing for and taking tests, how likely are you to:

wonder what will be on the test

--	--	--	--

lose points for incomplete essay answers

--	--	--	--

be confused by the directions

--	--	--	--

panic before or during the test

--	--	--	--

run out of time before completing the test

--	--	--	--

Not Likely Likely Somewhat Likely Very Likely

4. You have just started college. After buying a new textbook for a class, how likely are you to do the following before the first class begins:

page through the book and set it aside				
get started early by reading the first chapter	_____	_____	_____	_____
look through the book at study questions, glossary, chapter headings, table of contents				
set the textbook aside until the class begins	_____	_____	_____	_____

5. Some study habits are listed below. How likely are you to:

remember assignments for a specific class				
finish assignments without being reminded	_____	_____	_____	_____
set aside time from other activities to study				
finish an assignment once you've started	_____	_____	_____	_____
keep your materials together without losing them				
organize books and materials	_____	_____	_____	_____

6. In a lecture class, how likely are you to find:

you didn't take enough notes				
you have gaps in your notes	_____	_____	_____	_____
you have more notes than you need				
you can't write fast enough to keep up	_____	_____	_____	_____
you can't understand your notes when you review them				
	_____	_____	_____	_____

Name _____ Date _____

Accommodations Questionnaire

1. When you enter a post-secondary school, which services or accommodations might you need because of your learning disability? (Having a textbook taped is an example.)
-

Circle the mark that shows how likely you are to use each method.

Not Likely Somewhat Likely Very Likely

2. When you need extra help in a class, which of these are most likely to help you:

taped lectures				
extra time on assignments				
class notes				
taped textbooks				
using a word processor				
alternative tests/assignments				
asking questions during a lecture				
joining a study group				

3. When preparing for a test or exam, which of these accommodations would be most helpful to you:

asking for extra time on the test				
asking to take the test in another room				
asking to have the test read to you				
asking for writing assistance				
asking to read your answers into a tape recorder				

4. If you have reading difficulties, which of these are most likely to help you:

asking to have textbooks taped				
asking for someone to read to you				
asking for study guides				
asking for extra time to read				
enrolling in a reading skills class				

5. If you have writing difficulties, which of these are most likely to help you:

- using a computer for word processing
- asking for proofreading help
- dictating written work to someone
- asking to give oral rather than written reports
- asking for a notetaker
- tape recording lectures

6. If you have math difficulties, which of these are most likely to help you:

- asking for extra explanations
- listing steps of a process in your notes
- setting up time to work alone with teacher
- using graph paper
- using a calculator

7. If you have trouble with organization, which of these are mostly likely to help you:

- asking for a syllabus (course schedule) ahead of time
- getting assignments ahead of time
- keeping a calendar of assignments
- breaking large assignments into parts

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Name _____ Date _____

Self-Advocacy Questionnaire

Never Sometimes Whenever
I need it

1. How often do you ask for help from a teacher?

--	--	--	--	--

2. Imagine that you are going to seek assistance in college because of your learning disability. You need to prove that you have a learning disability. What materials would you bring to the meeting?

3. When you enter college or a technical or vocational school, who will you ask for help?

Not Somewhat Very
Likely Likely Likely Likely

4. When you need help, which of these are likely to be difficult for you?

taking the initiative and asking for help
making your needs clearly understood
asking in a positive way
knowing what help you need and asking
for it specifically

5. When you enter post-secondary school, when are you most likely to identify yourself as learning disabled to the appropriate people?

before school starts
during the first week
after you get used to school
after you find out you need help
never, you don't want people to know you
have a learning disability
only if you really need the help to pass

Not Likely Somewhat Likely Very Likely

6. Imagine that you're already in college or technical or vocational school and aren't sure you can cope with your classes. Would you:

get the textbook early and read it or have it taped

--	--	--	--

get a vocabulary list and learn the words
find out what special help is available on campus

--	--	--	--

ask the learning disability specialist to write letters to your instructors

--	--	--	--

ask for a change in graduation requirements, such as being excused from taking a foreign language

--	--	--	--

7. You are having trouble understanding what is expected on a class assignment. Who are you most likely to ask for help?

parent

--	--	--	--

friend or classmate

--	--	--	--

teacher of the class

--	--	--	--

learning disability specialist

--	--	--	--

you'd figure it out on your own, without asking

--	--	--	--

8. When you need help from a teacher, how would you feel:

embarrassed to have anyone know you need special attention

--	--	--	--

frustrated with the teacher and with yourself

--	--	--	--

confused about just what sort of help to ask for

--	--	--	--

comfortable about asking the teacher for help

--	--	--	--

Sample Accommodations Granted by Colleges

- Extended time for tests. Usually this means time-and-a-half; double time is granted infrequently. Untimed testing is rare.
- Separate location for tests.
- Permission to take breaks during tests.
- No scantron answer sheets.
- Items and directions read and clarified as needed.
- Use of computer for essay tests— for students with dysgraphia, mobility needs or spelling challenges.
- Use of a scribe for essays.
- Use of a calculator.
- Permission to record lectures.
- Note-taking (these are often provided by volunteer student note takers and may not be immediately available).
- Etext (formerly books on tape).
- Priority course registration.
- Colleges do NOT have to waive curriculum requirements, such as foreign language or mathematics. Check on each college's policy, course substitutions are often available.
- College professors rarely modify teaching style or exam format.
- The college will determine which accommodations will be granted based upon documentation—that is, the results of recent psychological and educational testing. IEP accommodations do not necessarily carry over to college!

Name: _____ Date: _____

Self-Determination/Self-Advocacy Checklist

How well do you know yourself? How well do you know what you like or prefer for yourself? How well do you know what you value as important in your life and how those values affect your decisions? How well can you tell others about yourself—your strengths and weaknesses? How well can you tell others how they can be supportive and helpful to you when you need help? How well can you look at your life and make changes when you see things you want to change?

The checklist below will help you know yourself better in these areas. Answer as honestly as you can. If you don't know, you may say that you don't know by checking DK.

Descriptions of Me	School		Home/Community		DK
	Yes	No	Yes	No	
I can describe my strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe my weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain my disability label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what I need from special education services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain what does not help in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know my values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help without getting upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state what I want to do when I graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my rights as a person with a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I speak confidently and with eye contact when talking with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell teachers or work supervisors what I need to be able to do my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to look for support or help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get information to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve problems that come up in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can develop a plan of action for goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can begin my work on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay on a work schedule or time plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my time to stay on tasks until they are done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can compare my work to a standard and evaluate its quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell when my plan of action is working or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can change goals or my plan of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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