



**Cranford • Elizabeth • Plainfield
Scotch Plains**

INFORMATION BULLETIN

COLLEGE PLACEMENT TEST

Academic Testing Office

1033 Springfield Avenue Cranford, N.J. 07016

Purpose of the Test

Now that you have applied for admission to Union County College you will need to take the College Placement Test (CPT). This test is designed to provide information about your skills in the English language and in mathematics. The test results will be used, along with other information, to place you in the courses and sections appropriate to your level of preparation. In some cases those may be non-credit, developmental courses.

The test measures your skills in reading, writing, arithmetic, and elementary algebra. The test can be taken using a computer to deliver the questions. With the exception of the 30-minute essay section, the test is made up entirely of multiple choice questions.

Who Must take the Test

Union County College requires that the following students take the test:

- A)
 - Full-time and part-time freshmen entering Union County College.
 - B)
 - Students who have not already taken the test but who register for a course that would result in the accumulation of 12 or more credits; and
 - C)
 - Full-time and part-time transfer students who have received Union County College transfer credit for one semester of college English (for example, Eng 101) must take the Reading part of the College Placement Test unless there is evidence of college-level reading proficiency.
 - D)
 - All transfer students must demonstrate proficiency in basic skills math through old APPROVED test scores or satisfactory completion of developmental courses in Arithmetic and Elementary Algebra to receive exemption from the math part of the College Placement Test. Students without math proficiency proof, but with transfer credit for one semester of college English, must take the math part of the College Placement Test. A student who has DECLARED a UCC program of study that requires the study of mathematics for college credit (for example, Engineering, Business, Biology), must have completed a college-level math course for exemption from the math part of the College Placement Test.
 - E)
 - Starting in 2008, any student who presents SAT (Scholastic Achievement Test from the College Board) scores of at least 540 in the Critical Reading and 530 in Math will be exempt from the CPT. As the College Board recommends, the College will use the score for writing separately. Developmental writing will be waived for those who score 500 on the SAT writing after taking the college placement testing.
- However the College may require additional categories of students to be tested. Students will be tested only after they have applied for admission to the college. Students who already hold a bachelor's degree need not be tested. Students enrolled in English as a Second Language (ESL) program will not be tested until they have completed such a program. If you have any questions about taking this

test, call or write to the Union County College Academic Testing Office: 908-709-7486.

Where and When the Test is Given

The CPT is given at various dates and times throughout the year. The student address on your application will be used to send you a schedule of testing times and locations. Incorrect addresses on your application will delay your testing information package from reaching you.

Special Arrangements for Students with Disabilities

If you have a learning or physical disability that would prevent you from taking the test under standard conditions, you may request special accommodations. No charge is made for these arrangements. For details, please complete and send in the special accommodations form and contact our counselor for disabilities at: 908-709-7525.

Testing Regulations

No books, dictionaries, calculators, or papers of any kind are allowed in the test room. Anyone who gives or receives help during the test, uses notes or books or papers of any kind (except scratch paper provided for the math part of the test), or removes test materials or notes from the room will not be permitted to continue the test. The college will invalidate any test score if there is any reason to question its validity.

Computer Delivered Testing

You will take the College Placement Test using a computer. You will communicate with the computer by using a mouse to enter your answers to the tests and to supply other information. The test instructions are easy to understand. Entering information also is very easy. Each test is designed using adaptive techniques. This means that the computer automatically determines which questions are presented to you based on your responses to prior questions. This technique "zeroes-in" on just the right questions to ask you without being too easy or too difficult. The greater your demonstrated skill level, the more challenging will be the questions presented to you.

Each test is un-timed so that you can give each question as much thought as you wish. However, once you

have verified your answer, you cannot return to that question.

Test Scores

This test yields scores in the following areas: Essay, Reading Comprehension, Sentence Skills, Composition, Arithmetic, and Elementary Algebra.

Confidentiality

Data about you will not be used for other than counseling and placement purposes without your permission. If the data are used for research purposes, special procedures will be used to keep your identity confidential. If you have any questions about confidentiality, see the Test Administrator.

Questions and Answers about the CPTs

- Q. *Why am I being asked to take this test?*
- A. The results of this test will help place you in courses for which you are best prepared. **Therefore, this test should be taken seriously.**

- Q. *Is this an admissions test?*
- A. No. The test has nothing to do with your being admitted to the college. In fact, you can not take the test until after you have applied for admission.

- Q. *I have not yet been accepted. Can I still take the test?*
- A. **Yes.** Those who have applied can take the test.

- Q. *I have taken courses at another college. Do I need to take this test?*
- A. Each college has specific policies for testing transfer students. Turn back to page 2 for Union County College's policy.

- Q. *I have taken other standardized tests for credit or placement. Do I need to take this test, too?*
- A. Yes. The test is designed to give you and your college advisors information different from that provided by other tests. The only exception is described under Who Must Take the Test on page 2.

- Q. *I am not sure whether or not I am required to take the test. What should I do?*
- A. The Academic Testing Office of the college will be able to answer your question; (908) 709-7486.

- Q. *Why are you testing English?*
- A. Reading and writing skills are essential for success in

college You must read well enough to understand your college textbooks and write well enough to prepare term papers and answer questions on essay tests.

- Q. *Why are you testing mathematics?*
A. Certain quantitative skills and mathematical concepts are necessary for success in many phases of college-level work. These are the skills and concepts the test measures.
- Q. *May I take the test at another college and have my scores transferred?*
A. You are expected to take the test at the institution you plan to attend. If you already took the test at a different college, contact (908) 709-7486 to see if your test is useful for Union County College.
- Q. *How do I prepare for the test?*
A. While the goal of the test is to assess your skills accumulated over time in reading, writing, and mathematics, a review of mathematics would help refresh those skills, particularly if you have not used them in a while.
- Q. *Suppose I don't do well on the test?*
A. The college will interpret the results of the test and determine which courses you are prepared to take. You may be required to take one or more developmental courses.
- Q. *What are developmental courses?*
A. Developmental courses will help you raise the level of your skills so that you can increase your chances for success in college. These courses do not earn credit toward graduation. They are prerequisites for taking college-level courses.
- Q. *I have completed high school. Shouldn't I be ready for college-level courses?*
A. Probably. But, if you have not had very much practice in writing essays, or in careful reading, or in basic mathematics, you still might benefit from special instruction.
- Q. *Will I have to pay a fee to take the test?*
A. No. The College includes this cost in your application fee.
- Q. *Where do I take the test?*
A. Your test appointment letter will list the various locations and times.
- Q. *How do I find out how I did on the test?*
A. The Testing Office will give you a scores print-out after you finish the test and tell you where to go for counseling about course enrollment.

THE ESSAY

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

You will have 30 minutes to plan and write an essay on a topic like the one below. Read the topic carefully before you begin writing. This essay is assigned to give you an opportunity to show how well you can write. You should, therefore, take care to express your thoughts on the topic clearly and effectively. How well you write is much more important than how much you write, but to cover the topic adequately you may want to write more than one paragraph. Be specific.

You may want to write an essay on this sample topic for practice.

Young people often want the power and privileges of older people, whereas older people often feel that childhood and youth are the happiest times of life.

Explain some of the advantages or disadvantages of being the age that you are now. Be specific.

SAMPLE RESPONSES

Good Response:

As a young woman of eighteen, I feel fortunate to be young enough to enjoy the benefits of my youth and old enough to be wise in my decisions. Being young allows me to be more carefree than my parents because I have fewer

responsibilities weighing my life down. I am old enough to choose my own friends and recreations, and I have a driver's license to permit me additional freedom. My parents trust my decisions as mature and responsible, which is very supportive. I am recognized by them as an adult, whereas my younger sister is slightly more restricted. I have also experienced the privilege of voting in a local election, which fulfills a sense of duty for me. My friends feel comfortable having someone to depend on, a responsibility I could not have held up to as well at fourteen. This expansion of my life experiences due to my age status is preparing me for my future by making me a more rounded person.

Being eighteen has its drawbacks. I am not allowed to buy alcohol in the state of New Jersey. This is not a major defeat, but to function in the social circles of adult life, one must socially drink. Because I am still a student, my age is overruled by my educational status. My parents, however supportive, still view me as a child in some respects because I still live in their house. I have not had the full responsibilities of an adult as yet, and the changes seem slow in coming.

In contrast to this, the life of a child of eight or nine sometimes seems much easier. It is sometimes difficult not to be envious of their carefree lives. I feel that being eighteen is a rich experience, in view of all of its advantages and disadvantages.

This 30-minute writing sample is a good first draft. Despite the errors in diction and spelling, the writer obviously has control of the language; the ideas are generally clearly stated; they are organized; they are pertinent. The sentence structure has some variety. The errors in spelling are not frequent. The writer's major weakness is in the inexact use of words. Even so, the total piece of writing is strong enough to justify a good rating.

Mediocre Response:

The advantages of being eighteen are numerous. First of all, it is a time when you are no longer considered a child. The majority of eighteen year olds are heading off to college. This is a new beginning because no longer will people do things for you. Now you must do it for yourself.

New ideas are developed by oneself the emergence of self-discipline and being independent are very important.

One of the best advantages is being on your own and doing what you want to do. This includes good studying habits, staying in shape and enjoying the night life.

I find that the disadvantages are very few. The best one is leaving all your high-school friends behind. The same people you got along with for four years.

Another disadvantage is unavailability of a fulltime summer job, this would help cut the high cost of college tremendously.

Finally the lack of respect for not living up to your fullest expectations such as top honors in high school and all-country in basketball.

In closing I would like to say that being eighteen is the greatest time of life.

This sample is somewhat weaker. Some sentences are complete, indicating control of sentence structure, while others are fragments. There is some organization to the ideas, but that organization is not consistent. Some of the statements are clear; some are murky. The sentences are not very sophisticated in structure, but neither are they invariably simple. The writing is definitely in the middle range.

Weak Response:

If your family with older sisters and brothers you will learn. The older kids get more privileges, to go out later, and not many questions asked of where they were. Young people have to be in earlier and account for everywhere they have been, Older people think childhood is better because they don't have the worries or expenses as an adult which in turn makes their life happier. At the age I am at now responsibility is greater than ever. Every step I take builds up my tomorrow. And every move I make counts either against it or for it. But now my time to make mistakes and learn how to improve them tomorrow.

This writing sample is definitely weak. The sample lacks organization; not even a topic sentence appears. The writer's difficulties with sentence structure, for example, make some of the ideas hard for the reader to comprehend on first reading. Even though the writer does

have ideas and those ideas are all relevant to the topic, the writing is weak and the sample deserves a low score.

Descriptions of the Tests

(Reprinted with permission from the College Board)

Reading Comprehension

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

- The first type 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.

Sample Questions for Reading Comprehension

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. Three of 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.

Directions for questions 7–10

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.

7. 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.

8. 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 gives an example.
- B. It makes a contrast.
- C. It proposes a solution.
- D. It states an effect.

9. 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.

10. 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. The second expands on the first.
- D. It draws a conclusion about what is stated in the first.

Key 1.C,2.D,3.C,4.D,5.B,6.C,7.B,8.A,9.D,10.A

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 to substitute 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.

Sample Questions for Sentence Skills

Directions for questions 1–6

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. The baby was obviously getting too hot, then Sam did what he could to cool her.
A. hot, then Sam did
B. hot. Sam did
C. hot; Sam, therefore, did
D. hot; Sam, trying to do
2. She hoped to find a new job. One that would let her earn money during the school year.
A. job. One that
B. job. The kind that
C. job, one that
D. job, so that it
3. 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,
4. 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
5. 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

6. Walking by the corner the other day, a child, I noticed, was watching for the light to change.
A. a child, I noticed, was
B. I noticed a child watching
C. a child was watching, I noticed,
D. there was, I noticed, a child watching

Directions for questions 7–12

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 sentence given you.

7. In his songs, Gordon Lightfoot makes melody and lyrics intricately intertwine.
Rewrite, beginning with Melody and lyrics...
Your new sentence will include
A. Gordon Lightfoot has
B. make Gordon Lightfoot's
C. in Gordon Lightfoot's
D. does Gordon Lightfoot
8. 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
9. Excited children ran toward the loud music, and they told others about the ice cream truck outside.
Rewrite, beginning with The excited children, who had run toward the loud...
The next words will be
A. music, they told
B. music told
C. music, telling
D. music and had told
10. 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

11. 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

12. 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

Key 1.B,2.C,3.A,4.B,5.C,6.B,7.C,8.C,9.B,10.B,11.A,12.D

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.

Sample Questions for Arithmetic

Solve the following problems and select your answer from the alternatives given. You may use the paper you

have been given for 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?

- A. $\frac{1}{3}$
- B. $\frac{3}{5}$
- C. $\frac{1}{6}$
- D. $\frac{1}{8}$

9. 32 is 40 percent of what number?

- A. 12.8
- B. 128
- C. 80
- D. 800

10. $3\frac{1}{3} - 2\frac{2}{5} =$

- A. $1\frac{1}{2}$
- B. $\frac{1}{15}$
- C. $\frac{14}{15}$
- D. $1\frac{1}{15}$

Key 1.B,2.A,3.C,4.C,5.D,6.A,7.B,8.C,9.C,10.C

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.

- A 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 the solution of equations, inequalities, word problems, solving linear equations and inequalities, the solution of quadratic equations by factoring, solving verbal problems presented in an algebraic context, including geometric reasoning and graphing, and the translation of written phrases into algebraic expressions.

Sample Questions for Elementary Algebra

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?

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

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

5. $\frac{x^2 - x - 6}{x^2 - 4} =$

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

6. $\frac{4 - (-6)}{-5} =$

- A. $\frac{2}{5}$
- B. $-\frac{2}{5}$
- C. 2
- D. -2

7. If $2x - 3(x + 4) = -5$, then $x =$

- A. 7
- B. -7
- C. 17
- D. -17

8. $-3(5 - 6) - 4(2 - 3) =$

- A. -7
- B. 7
- C. -1
- D. 1

9. If $20 - \frac{4}{5}x \geq 16$, then

- A. $x \leq 5$
- B. $x \geq 5$
- C. $x \geq 32\frac{1}{2}$
- D. $x \leq 32\frac{1}{2}$

Key 1.D,2.C,3.A,4.D,5.B,6.D,7.B,8.B,9.A

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Union County College

Student Affairs Division Academic Testing Center