



CTEP: College Tests for English Placement

What is the CTEP?

- The CTEP is an assessment instrument approved for use in the placement of community college students into reading and writing classes.
- The CTEP was written by full-time California community college English instructors with many years of experience teaching reading and composition in the community colleges.
- The CTEP was designed to measure those skills necessary for success in community college English classes.

How long is the CTEP?

The CTEP consists of three tests:

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|--|--------------------------|
| • <i>Reading Comprehension</i> | 30 minutes, 35 questions |
| • <i>Sentence Structure and Grammar</i> | 20 minutes, 30 questions |
| • <i>Sentence and Syntax Skills</i> | 15 minutes, 40 questions |

Skills Assessed and Sample Questions

The **Reading Comprehension** section consists of seven reading passages and 35 multiple-choice questions. Skills measured are:

- Main idea
- Literal comprehension (recalling facts, understanding sequence, listing)
- Inferential comprehension (generalizing, making comparisons, separating fact from opinion)
- Critical/evaluative comprehension (understanding tone and figurative language, recognizing author's bias)
- Vocabulary in context

Sample Reading Passage:

The study of history provides many benefits. First, we learn from the past. We may repeat mistakes, but, at least, we have the opportunity to avoid them. Second, history teaches us what questions to ask about the present. Contrary to some people's view, the study of history is not the memorization of names, dates, and places. It is the thoughtful examination of the forces that have shaped the courses of human life. We can examine events from the past and then draw inferences about current events. History teaches us about likely outcomes.

Another benefit of the study of history is the broad range of human experience which is covered. War and peace are certainly covered as are national and international affairs. However, matters of culture (art, literature, and music) are also included in historical study. Human nature is an important part of history: emotions like passion, greed, and insecurity have influenced the shaping of world affairs. Anyone who thinks that the study of history is boring has not really studied history.

1. What is the main idea of this passage?
 - A. Studying history helps us to live in today's world.
 - B. Studying history is not just memorization.
 - C. The role of education is to help students deal with real life.
 - D. Students should study both national and international history
2. In the first paragraph, inferences means
 - A. graphs
 - B. articles
 - C. conclusions
 - D. circumferences
3. Which method of teaching history would the author of this passage support?
 - A. Applying historical events to modern society.
 - B. Using flash cards to remember specific facts.
 - C. Weekly quizzes on dates and events.
 - D. Student competitions for most books memorized.

See bottom of page 4 for correct answers.

Sentence Structure and Grammar contains 30 multiple-choice grammar questions, assessing recognition and correction of:

- Sentence errors (run-ons, fragments)
- Verb errors (subject-verb agreement, tense, present participle mistakes)
- Pronoun problems (case, pronoun/antecedent)
- Parallelism mistakes
- Incorrect use of modifiers
- Wordiness
- Semantic problems
- Punctuation

Section 1: In this section, each question contains 4 sentences. Choose the one that is best.

Example:

1. A. One of the musicians who is Eric has been looking for a practice room.
 B. Eric, one of the musicians, are looking for a practice room.
 C. Eric who is one of the musicians who are looking for a practice room.
 D. Eric, one of the musicians, is looking for a practice room.

Section 2: In this section, you are given a sentence which has words left out. Fill in the blank space and complete the sentence by choosing the correct answer from the choices given.

Example:

2. The workers left early and _____ home.

 A) gone B) went C) have dinner D) drives

Section 3: In this section, you are first given two sentences. Then you are given four choices of how these two sentences can be combined. Choose the best answer.

Example:

3. The traffic was heavy. I was late to work.

 A. I was late to work because the traffic was heavy.
 B. I was late to work, so the traffic was heavy.
 C. The traffic was heavy, I was late to work.
 D. The traffic was heavy: and then I was late to work.

See bottom of page 4 for correct answers.

Sentence and Syntax Skills consists of 40 fill-in-the-blank questions which test both grammar and comprehension. Each item assesses all of the following skills:

- Knowledge of vocabulary
- Use of context
- Understanding of standard sentence syntax
- Comprehension
- Grammatical structures
- Predicting outcomes

Unlike other reading/writing tests, this test must be looked at as a whole as each item is interdependent with several other items.

Directions: Words have been left out of reading passages. Choose the answer that will correctly fill in the blank. When you finish, you should have a logical and grammatical passage. It may be useful to try to read the passage through to check your answers. Don't get stuck; if one blank is difficult to fill in, go on to the next one.

Example:

It used to be common for dentists to have to remove teeth. However, with modern technology, _____ (1) _____ visits to the dentist's office and good _____ (2) _____ hygiene at home, most people can keep _____ (3) _____ teeth for their entire lives.

1. A. the
B. infrequent
C. regular
D. often
2. A. dental
B. person
C. cleaning
D. tooth
3. A. their
B. his
C. front
D. cleaned

Answers:

Reading Comprehension	(1) A (2) C (3) A
Sentence Structure and Grammar	(1) D (2) B (3) A
Sentence and Syntax Skills	(1) C (2) A (3) A