

# MIDDLESEX COMMUNITY COLLEGE

## Placement & Testing Office

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### Placement Center Team

Kathrina Gaffron Jessica Kennett Brittney Moore-Miller

# Placement At Middlesex



# MULTIPLE MEASURES

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# English 101

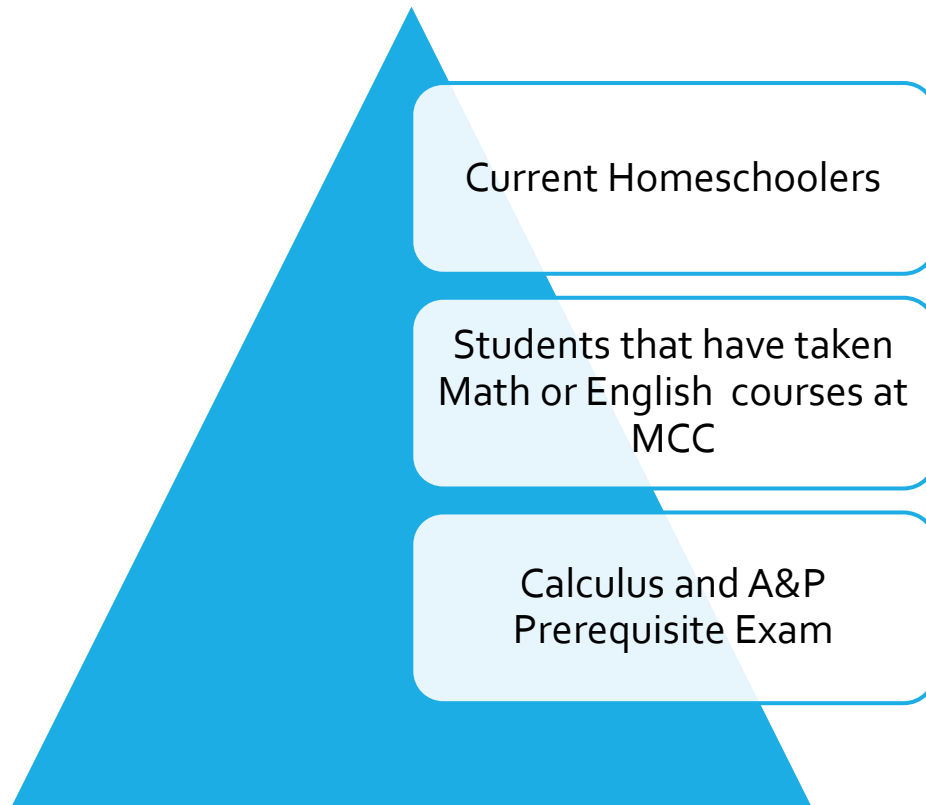
- US HS GPA of 2.7 or higher (10 years)
- Verbal SAT score of 500 or higher (3 years)
- ACT English score of 22 or higher (3 years)
- HiSet score of 15 or higher (3 years)
- GED score of 165 or higher (3 years)
- College transcript (College level English Comp class)

# College Level Math

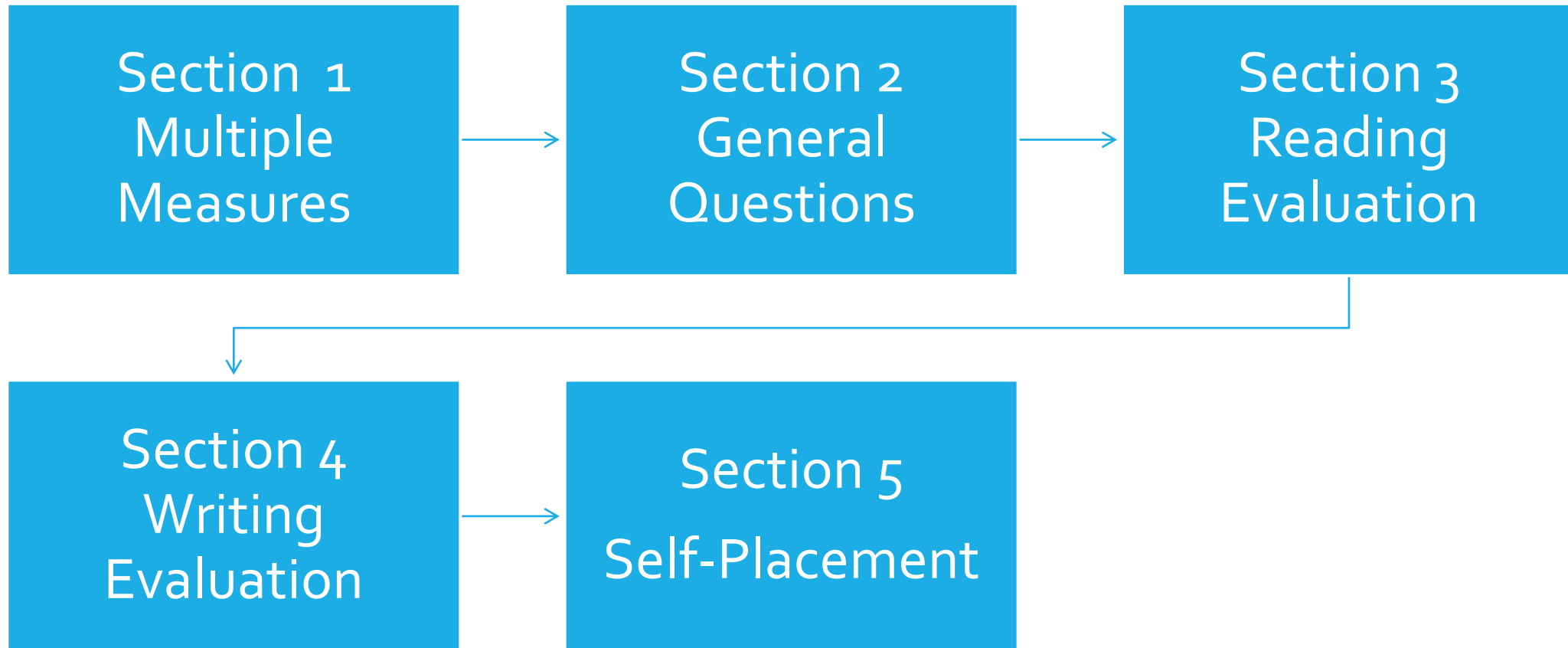
- US HS GPA of 2.7 or higher (3 years)
- SAT Math score of 600 or higher (3 years) =MAT 290
- ACT Math score of 22 or higher (3 years)
- MAT 290 (2.7 GPA + Trig. & Precal grade of B or better)
- MAT 196 (2.7 GPA + Algebra II grade of B or better)
- College transcript (College level Math class)

# Accuplacer

(Unable to use self-placement)



# English Guided Self-Placement



# Section 2: General Questions

1-4

- Background Questions

5-7

- Reading textbooks and novels
- Writing essays

8

- Ability to speak in English and
- be understood by other people



## Section 3 – Reading Evaluation

The short reading below represents a typical text that you may be assigned to read and write about ENG 101 (English Composition I). Please do the short reading below and then answer a series of questions. This is not a test but will assist you in your final English course selection.

### Short Reading #1 Demanding More from College by Frank Bruni

I'm beginning to think that college exists mainly so we can debate and deconstruct it.

What's its rightful mission? How has it changed? Is it sufficiently accessible? Invariably worthwhile?

As the fall semester commenced, the questions resumed. Robert Reich, the country's labor secretary during the Clinton administration, issued such a pointed, provocative critique of the expense and usefulness of a traditional liberal arts degree that Salon slapped this headline on it: "College is a ludicrous waste of money."

Meanwhile, the sociologists Richard Arum and Josipa Roksa were out with a new book, "Aspiring Adults Adrift," in which they assessed how a diverse group of nearly 1,000 recent graduates were faring two years after they finished their undergraduate studies. About one quarter of them were still living at home. And nearly three-quarters were still getting at least some money from parents. These were the nuggets that the media understandably grabbed hold of, drawing the lesson that college isn't the springboard that young men and women want and perhaps need it to be.

I have a problem with all of this. But my concern isn't about the arguments themselves or some of the conclusions drawn. It's about the narrowness of the



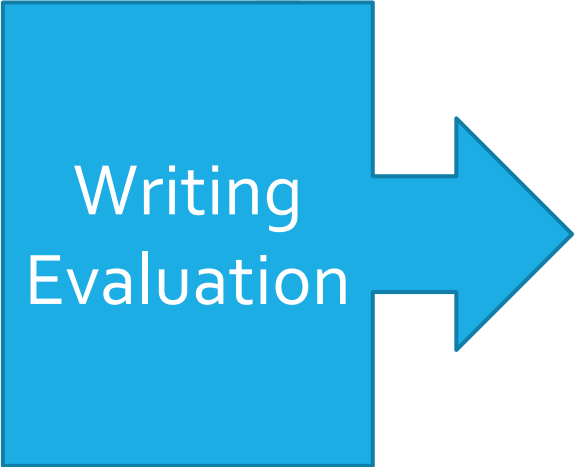
Short Reading

# Section 3: Reading Evaluation

Scale of 1-5



Score	Course Recommendations
5	ENG 092
4	ENG 092
3	ENG 109/ENG 101
1/2	ENG 101



Writing  
Evaluation

## Section 4 – Writing Evaluation

**1. In the past three years, what types of writing have you done most?**

Papers in English classes

Papers in other classes

E-Mails at work

Reports or memos at work

Online writing (social media posts, blogs, newsletters, other)

Poetry, stories, or songs

Other \_\_\_\_\_

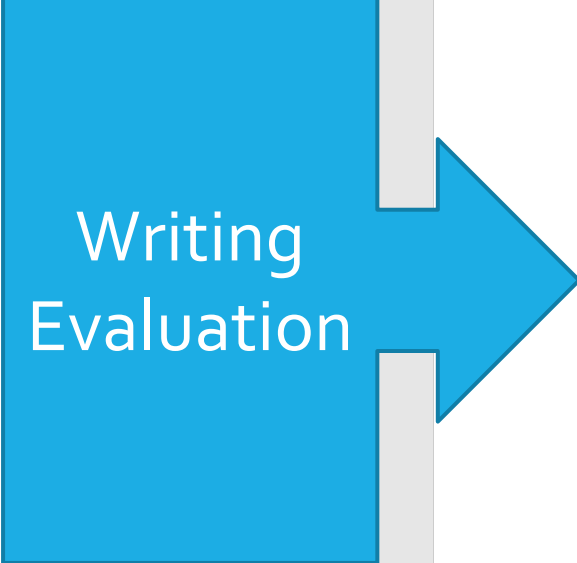
**2. In the past three years, how many papers or reports have you written that incorporate ideas and information from books, articles, or websites?**

I have not done this in the last three years

One to three times

Four or more times

## Writing Evaluation



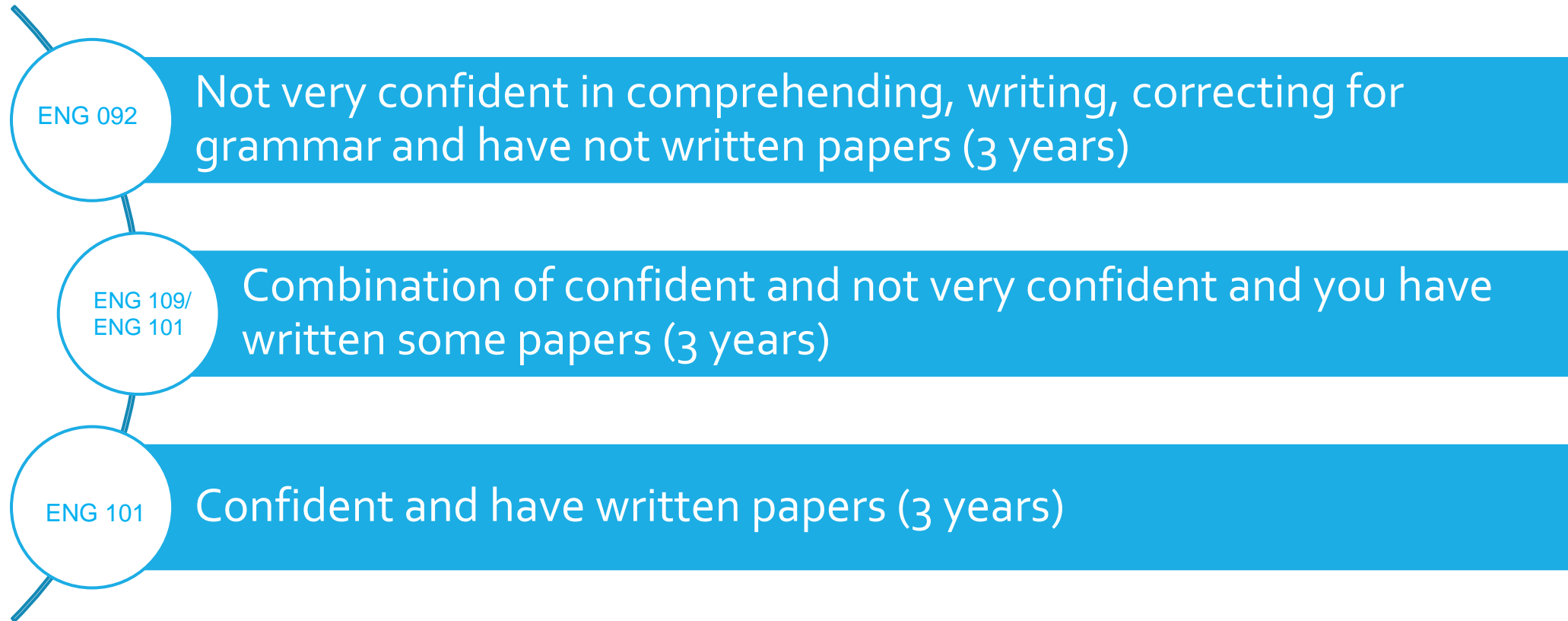
Next, please read the passage below and use it to write an essay in response to the question.

The reasons students choose to attend college have been steadily shifting over the course of the last half-century. Ira Harkavy and Matthew Hartley of the University of Pennsylvania write, “In 1900, barely 4 percent of all high school graduates attended college. By 1970, that number had grown more than tenfold (45 percent). The reasons for attending college began to shift. Economic purposes gained ascendancy. Data from an annual survey of more than 200,000 incoming freshman by the Higher Education Research Institute (HERI) at UCLA show that in 1969, 80 percent of incoming freshman believed that developing a meaningful philosophy of life was a very important goal; by 1996, that percentage diminished to 42 percent. In 1979, half of the students (49 percent) said they were attending college “to be able to make more money: by 1991,


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that figure had climbed to three-quarters (74.7 percent). Increasingly, the public came to view a college education as a ticket to securing a good job – a private rather than a good public good.”

# Section 4: Writing Evaluation (Essay)



Review  
courses  
descriptions



Course	ENG 092	ENG 109 (with ENG 101)	ENG 101	ENG 101 Honors
	<b>Reading, Writing, Reasoning</b>	<b>Critical Thinking/English Composition I</b>	<b>English Composition I</b>	<b>English Composition I Honors</b>
<b>Credits</b>	6 credits (developmental)	3 credits for ENG 101 <b>AND</b> 3 credits for ENG 109 (Humanities/free elective). <b><u>Courses must be taken together.</u></b> Sections are linked and taught by the same instructor.	3 credits	3 credits
<b>Description</b>	Reading, Writing, and Reasoning (RWR) is a 6-credit integrated reading, writing, and critical thinking course that includes a one-hour weekly workshop. It and solidifies skills and strategies for meeting the rigorous demands of academic work.	This course enhances students' ability to read <u>insightfully</u> , and think critically about a variety of texts they may encounter in their academic and professional careers--ultimately creating "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion" (AAC&U). By registering for this course, the student will also be registered in a linked ENG 101 taught by the same instructor.	English Composition 1 (ENG101) focuses on developing students' academic writing, close reading, and critical thinking skills.	English Composition 1 Honors: Choose ENG 101 Honors if you want to enhance your learning experience by concentrating on important skills for career and/or transfer: critical thinking, research, verbal presentation, and interpretive analysis. Honors courses provide a place for you to work with like-minded students working closely with instructors who help guide and prepare you for the job market and transfer to four-year colleges and universities.

# Section 5: Placement

Review  
recommended  
courses

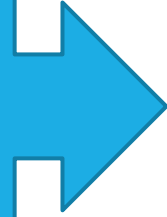
Review courses  
descriptions

Write down the  
reasons and the  
course you selected

Email ACE at [ace@middlesex.mass.edu](mailto:ace@middlesex.mass.edu) ("Make The Right  
Choice Session") OR

Complete the Self-Placement form, save a copy and bring  
this with you to your registration session.

English  
Self-  
Placement  
Form



## English Self-Placement Form

First Name

Last Name

Student ID

Phone

Preferred Email

Birth Date

Have you submitted an Admissions application?

Yes

No

Please check off your course placement

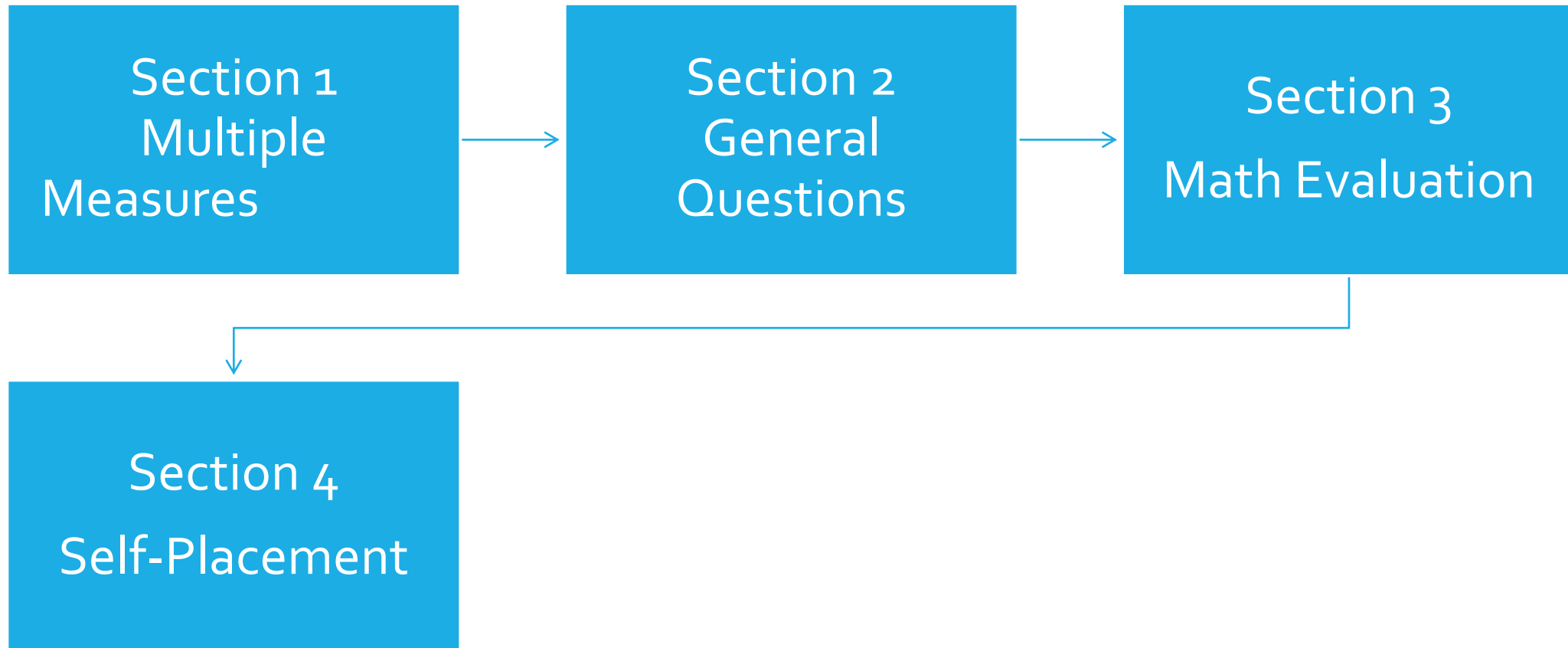
- ELL 054 ELL Reading and Writing 1
- ELL 055 ELL Reading and Writing 2
- ENG 092 Reading, Writing, Reasoning
- ENG 109 with ENG 101 Critical Thinking/English Composition I
- ENG 101 English Composition 1
- ENG 101 Honors English Composition 1/Honors

Please provide the reasons you believe this is the best course placement for you. In your description also include which course best describes your previous experience.

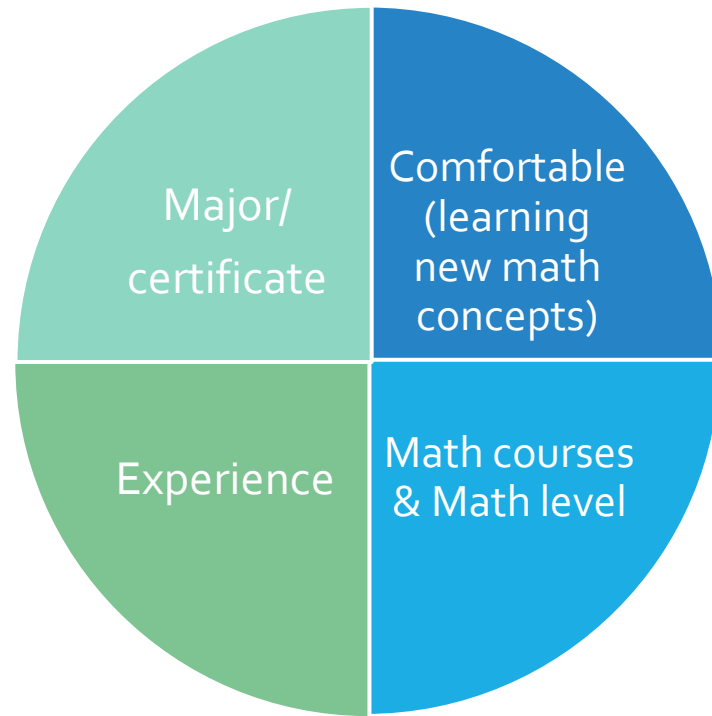




# Math Guided Self-Placement



# Section 2: General Questions



# Section 3: Math Evaluation

SAMPLE 3.1 COURSE	Description	Problems
<b>MAT120</b> <b>Math for Liberal Arts</b>	<p>Topics will be drawn from areas such as: collecting, describing and analyzing data; probability and decision-making; loans and investments; population growth; linear programming; and geometry of measurement.</p> <p>Course uses group work/projects and focuses on real-life applications of concepts.</p>	<ol style="list-style-type: none"> <li>Change the following into a percentage. <math>\frac{3}{14}</math></li> <li>Change the percentage to a fraction in lowest terms 74%</li> <li>Change the percentage to a decimal 52%</li> <li>Determine the value of the expression when <math>x=7</math> <math>3\sqrt{(10-x)^2}</math></li> <li>Solve for <math>x</math> <math>2(x-7) = 5(x+3) - x</math></li> <li>Solve <math>4 - (3 + 7) + 15 \div 5 - 2</math></li> <li><math>\frac{7.8}{13} = \frac{n}{2.6}</math> solve for <math>n</math></li> </ol>

# Math Courses

Courses
MAT 120 Math for Liberal Arts (Co-requisite available)
MAT 130 Elements of Math I
MAT 131 Elements of Math II
MAT 165 Trigonometry for Engineering & Science
MAT 177 Statistics (Co-requisite available)
MAT 182 Precalculus for Business & Social Sciences
MAT 195 Precalculus for Engineering & Science (Co-requisite available)
MAT 001 Preparation for College Math – Module 70/80
MAT 001 Preparation for College Math – Module 5
MAT 001 Preparation for College Math – Module 1

# Next Step

If you solved all the problems correctly and you feel comfortable with Math

- take the listed Math course

If you solved most of the problems correctly but would benefit from some support

- take MAT 007 with MAT 120 or MAT 177
- take MAT 008 with MAT 195

If you did not solve all the problems correctly, or you do not feel comfortable with Math

- take MAT 001
- review the problems for Modules 70/80 or Module 5

# Section 4: Placement

Review  
recommended  
course(s)

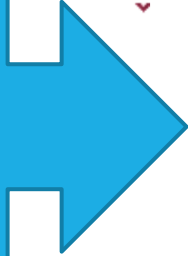
Review courses  
descriptions

Write down the  
reasons and the  
course you selected

Email ACE at [ace@middlesex.mass.edu](mailto:ace@middlesex.mass.edu) ("Make The Right  
Choice Session") OR

Complete the Self-Placement form, save a copy and bring  
this with you to your registration session.

# Math Self-Placement Form



## Math Self-Placement Form

First Name

Last Name

Student ID

Phone

Preferred Email

Birth Date

mm/dd/yyyy



Have you submitted an Admissions application?

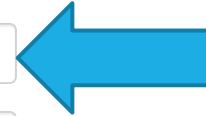
Yes

No

Please check off your course placement

- MAT 001 Preparation for College Math (Begin at Module 1)
- MAT 001 Preparation for College Math (Begin at Module 5)
- MAT 001 Preparation for College Math (Begin at Module 70/80)
- MAT 007 with MAT 120 Skills Development/Math for Liberal Arts
- MAT 007 with MAT 177 Skills Development/Statistics
- MAT 008 with MAT 195 Skill Development/Precalculus for Engineering and Science
- MAT 120 Math for Liberal Arts
- MAT 130/131 Elements of Math 1/Elements of Math 2
- MAT 165 Trigonometry for Engineering and Science
- MAT 177 Statistics
- MAT 182 Precalculus for Business and Social Science
- MAT 195 Precalculus for Engineering and Science

Please provide the reasons you believe this is the best course placement for you.



Please visit our website at  
<https://www.middlesex.mass.edu/studentassessment>

If you have any questions, you can email us at  
[placement@middlesex.mass.edu](mailto:placement@middlesex.mass.edu).