WHAT IS COMPASS?
COMPASS (Computer-Adaptive Assessment and Support System) is an assessment tool. With COMPASS, students are placed at the course level that is right for them. They are not placed at too high a level, nor are they placed below their skill level. Proper placement helps them in all of their Davenport work.

WHY DO STUDENTS TAKE COMPASS?
New degree-seeking students who have not completed math and/or English requirements elsewhere need to be placed into appropriate courses.

Additionally, degree-seeking transfer students without transfer credit for math and/or English also need to be placed appropriately.

No COMPASS assessment will be necessary for non-degree-seeking students, course-only, and/or special situations such as guest students.

For students looking to strengthen their skills, our Learning Center provides extra help in both English and math. In addition, web-based programs are available to students.

Davenport University also benefits when students take COMPASS. Placement assessment helps us collect the data we need to make good decisions about our classes. COMPASS gives us information enabling us to be a better and more effective university.

DO STUDENTS NEED COMPUTER EXPERIENCE?
COMPASS is user friendly and is designed for individuals with little or no computer experience. COMPASS is self-directed and untimed.

HOW MUCH TIME DO STUDENTS NEED TO COMPLETE COMPASS?
Most students take about two hours to complete all sections of the assessment (writing, reading, and math).

OTHER INFORMATION
- Students may use four-function, scientific, or graphing calculators, on-screen calculators, or use those provided by the Testing Center.
- Students may not use dictionaries.
- Students may not access phones or the Internet during the assessment.

WHAT WILL BE ON COMPASS?

COMPASS WRITING
Students read an essay and click on the sections they believe need revision. Below is a sample.

An increasing number of lakes and rivers in the northern United States invaded are being by a mussel no larger than a fingernail. The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid 1980’s from the Caspian Sea into U.S. waters. Despite its growth was explosive, partly because the species was preyed upon by very few native predators in its new environment. As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that swell in water. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.

Others concerned by the invading species are industry, public utilities, and boat owners. Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down control methods that will cause the lowest amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.

Style: Ensuring Grammatical Agreement
Choose the correct option
A. An increasing number of lakes and rivers
B. An increasingly number of lakes and rivers
C. A number increasing of lakes and rivers
D. A number increasingly of lakes and rivers
E. An increasing of lakes and rivers

Style: Avoiding Redundancy
Choose the correct option
A. was preyed upon by very few native predators in its new environment.
B. found very few predators in its new environment.
C. found very few native predators and was seldom eaten in its new environment.
D. was preyed on by very few native predator species in its new environment.
E. was seldom eaten or preyed on by native predator species in its new environment.

Sentence Structure: Relating Clauses
Choose the correct option
A. Scientists are concerned when the mussels may compete aggressively with other species that depend on the same food supply.
B. Scientists are concerned that the mussels may compete aggressively with other species that depend on the same food supply.
C. Scientists are concerned wherein the mussels may compete aggressively with other species that depend on the same food supply.
D. Scientists are concerned that if the mussels may compete aggressively with other species that depend on the same food supply.
E. Scientists are concerned as if the mussels may compete aggressively with other species that depend on the same food supply.

COMPASS READING
This section asks students to find the main idea, locate explicit information, and draw conclusions from information in the passage. See the following sample passage and questions.

When I’m in New York but feeling lonely for Wyoming I look for the Western movie ads in the subway. But the men I see in those posters with their stern, humorless looks remind me of no one I know in the West. In our earnestness to romanticize the cowboy we’ve ironically distempered his true character. If he’s “strong and silent” it’s because there’s probably no one to talk to. If he “rides away into the sunset” its because he’s been on horseback since four in the morning moving cattle and he’s trying, fifteen hours later, to get home to his family. If he’s a “rugged individualist” he’s also part of a team: ranch work is teamwork and even the glorified open-range cowboys of the 1880’s rode up and down the Chisholm Trail in the company of thirty other riders. It’s not toughness but “toughing it out” that counts. In other words, this macho, cultural artifact the cowboy has become is simply a man who possesses resilience, patience, and an instinct for survival. “Cowboys are just like a pile of rocks—everything happens to them. They get climbed on, kicked, rained and snowed on, scuffed up by the wind. Their job is ‘just to take it’,” one old-timer told me. Adapted from Gretel Ehrlich, The Solace of Open Spaces. 1985 by Gretel Ehrlich.

1. According to the passage, cowboys are probably “strong and silent” because:
A. their work leaves them no time for conversation.
B. they have been cautioned not to complain.
C. they are stern and humorless.
D. there is no one nearby to listen to them.

2. For which of the following statements does the passage give apparently contradictory evidence?
A. The cowboy’s work takes endurance.
B. Cowboys work alone.
C. Cowboys are adequately paid.
D. The cowboy’s image has become romanticized in American culture.
COMPASS MATH
This section covers a variety of items from pre-algebra to advanced mathematics. Students select the correct answer from a list of choices. See sample questions below.

NUMERICAL SKILLS/PREALGEBRA
Averages: Means, Medians, and Modes
1. What is the average (arithmetic mean) of 8, 7, 7, 5, 3, 2, and 2?
   A. $\frac{3}{4}$  D. $5$
   B. $4\frac{5}{6}$  E. $6\frac{4}{5}$
   C. $4\frac{6}{7}$

Basic Operations with Decimals
2. Ben is making wooden toys for the next arts and crafts sale. Each toy costs Ben $1.80 to make. If he sells the toys for $3.00 each, how many will he have to sell to make a profit of exactly $36.00?
   A. 12  D. 60
   B. 20  E. 108
   C. 30

Basic Operations with Fractions
3. How many yards of material from a 24-yard length of cloth remain after 3 pieces, each 3½ yards long, and 5 pieces, each 2¼ yards long are removed?
   A. 2 1/4  D. 10 1/4
   B. 4 1/4  E. 10 5/6
   C. 4 5/6

Percentages
4. Phillip charged $400 worth of goods on his credit card. On his first bill, he was not charged any interest, and he made a payment of $20. He then charged another $18 worth of goods. On his second bill a month later, he was charged 2% interest on his entire unpaid balance. How much interest was Phillip charged on his second bill?
   A. $8.76  D. $7.24
   B. $7.96  E. $6.63
   C. $7.60

ALGEBRA
1. A student has earned scores of 87, 81, and 88 on the first 3 of 4 tests. If the student wants an average (arithmetic mean) of exactly 87, what score must she earn on the fourth test?
   A. 85  D. 92
   B. 86  E. 93
   C. 87

2. Which of the following expressions represents the product of 3 less than twice x and 2 more than the quantity 3 times x?
   A. $-6x^2 + 25x + 6$  D. $6x^2 - 5x - 6$
   B. $6x^2 + 5x + 6$  E. $6x^2 - 13x - 6$
   C. $6x^2 - 5x + 6$

3. If $x = -1$ and $y = 2$, what is the value of the expression $2x^3 - 3xy$?
   A. 8  D. -4
   B. 4  E. -8
   C. -1

4. What is the equation of the line that contains the points with coordinates (-3, 7) and (5, -1)?
   A. $y = 3x - 2$  D. $y = -3/2 x + 11/4$
   B. $y = x + 10$  E. $y = -x + 4$
   C. $y = -1/3 x + 8$

Answers to Sample Questions
Writing
1. A  3. D
2. B
Reading
1. D  2. B
Numerical Skills/Prealgebra
1. C  3. A
2. C  4. B
Algebra
1. D  3. B
2. D  4. E

For additional information on COMPASS, sample test items, and/or calculator use, visit the COMPASS website www.act.org/compass

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