



COLLEGE CREDIT NOW

with COMPASS/ASSET Review

Explanations, benefits, and requirements for advanced credit and dual enrollment programs for High School Students in Bleckley, Dodge, Glascock, Hancock, Jefferson, Laurens, Telfair, Warren, Washington, Wheeler, and Wilkinson Counties

High School Initiatives

College Credit Now provides a bridge and a smooth transition from high school to post secondary education at Oconee Fall Line Technical College.

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What Is ARTICULATED CREDIT?

Explanation

ARTICULATED CREDIT is a process for aligning certain academic and technology/career high school courses with technical college courses so that students who meet the prescribed requirements will be able to obtain technical college credit for those high school courses.

Purpose

The purpose of this articulated credit is to ensure the smooth transition of students from high school into technical colleges.

By aligning courses, students are able to bypass, or exempt, courses at the technical college and advance to the next level, thereby reducing the amount of time required for program completion, preventing them from duplicating courses already taken in high school, and reducing the overall program cost (by not having to pay corresponding tuition and book costs).

Requirements at Oconee Fall Line Technical College

- Make an 80 or higher grade in a high school course listed on the Local Alignment Agreement. For a list of aligned high school courses, contact one of the following:
 - Your high school counselor
 - Your OFTC High School Initiatives Coordinator at (478) 553-2098 (North Campus) or (478) 274-7765 (South Campus)
 - **www.OFTC.edu/articulation**
- Enroll in Oconee Fall Line Technical College within 24 months of graduation from high school.
- Validate your credit at OFTC. (Contact the High School Initiatives Coordinator for specific details.)

COLLEGE CREDIT NOW

Explanation

OFTC offers opportunities by which high school students can take college-level courses while still in high school.

Through DUAL ENROLLMENT an eligible high school student can take technical college courses for both high school and technical college credit. Georgia's HOPE Grant can be used to cover most costs associated with the program participation. **

Students participate in the same courses as adults, though, in most cases, the schedule is fit to the high school day and calendar. Successful students receive an Oconee Fall Line Technical College (OFTC) Technical Certificate of Credit upon graduation from high school.

Through JOINT ENROLLMENT a high student takes college classes while still enrolled in high school, but the credit is only awarded on the college side, not at the high school/towards graduation requirements/credits.

In addition, the courses in most of these programs are part of the diploma for that program at OFTC. Therefore, a student can actually begin a diploma program at OFTC while still attending high school.

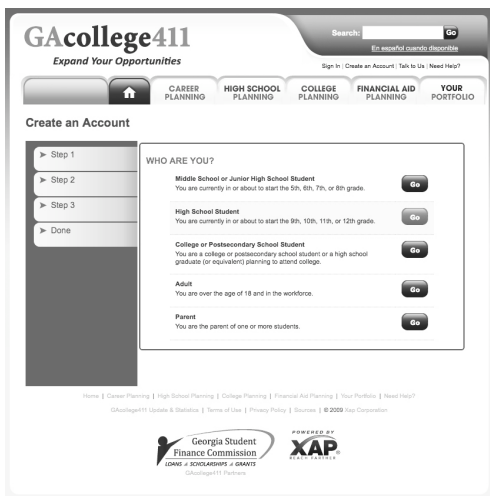
*****HOPE hours utilized while participating in DUAL ENROLLMENT during high school do not apply to the HOPE cap. HOPE hours utilized while participating in JOINT ENROLLMENT during high school do apply towards the HOPE cap.***

Purpose

The purpose of Dual Enrollment is to provide additional educational opportunities for high school students and to allow them to begin a postsecondary program in their chosen career field. Dual Enrollment helps create a smooth transition from high school to technical colleges.

Requirements To Participate at OFTC

- Be a high school senior or junior, at least 16 years of age by start of enrollment school year
- Make the following minimum scores on any of these tests:
 - COMPASS: 72 Reading; 32 Writing; 26 Numerical
 - ASSET: 38 Reading; 37 Writing; 35 Numerical
 - SAT/ACT scores may allow eligibility. Check with High School Initiatives Coordinator.
- Complete and turn in an application for admission to OFTC.
- Complete a profile and register online for financial aid on **GaCollege411.org**



- For a list of Dual Enrollment programs, contact one of the following:
 - Your high school counselor
 - Your OFTC High School Initiatives Coordinator at (478) 553-2098 (North Campus) or (478) 274-7765 (South Campus)

Purpose of the COMPASS/ASSET

What Is the COMPASS/ASSET Placement Exam?

The COMPASS/ASSET Placement Exam is a series of short placement tests developed by American College Testing (ACT). Many Georgia technical colleges use the COMPASS/ASSET as an admissions instrument for placement and advising of new students.

The exam focuses on basic writing, reading, and numerical skills. OFTC will include the writing, reading, and numerical skills in the exam administered at your high school.

Why Should I Take the COMPASS/ASSET?

In order to be eligible to participate in Dual Enrollment programs with OFTC, you must achieve a program-ready score on the COMPASS/ASSET or another acceptable test, such as SAT or ACT. (See Page 4 for acceptable scores.)

The exam will also give you an idea of your competencies in basic writing, reading, and numerical skills.

In addition, the test scores can be used at any technical college in Georgia.

Can I Fail the COMPASS/ASSET?

No, the COMPASS/ASSET test is not used like a traditional test battery. There is no “passing score.” Rather, COMPASS/ASSET scores will show areas in which you are strong and areas in which you may need help. Thus, COMPASS/ASSET can identify problems in major areas before they disrupt your educational progress.

Preparation for the COMPASS/ASSET

What Do I Need To Bring?

- Bring number 2 pencils with erasers.
- Know your Social Security number

What Should I Do To Prepare?

Review the sample COMPASS/ASSET Test in this booklet to familiarize yourself with the kinds of questions you can expect on the COMPASS/ASSET placement exam.

What Kinds of Skills Are Covered in the Writing, Reading, and Numerical Skills Sections?*

Writing Skills

The Writing Skills test is a multiple-choice test consisting of 36 items. You will have 25 minutes to complete the test. It measures your understanding of appropriate usage in grammar, punctuation, sentence structure, writing strategy, and writing skills.

Reading Skills

The Reading Skills test is a multiple-choice test consisting of 24 items. You will have 25 minutes to complete the test. It measures your ability to find specific information in the text and to make logical inferences that extend beyond the information provided in the text.

Numerical Skills

The Numerical Skills test is a multiple-choice test consisting of 32 items. You will have 25 minutes to complete the test. It assesses your knowledge and skills in the performance of basic math operations using whole numbers, decimals, and fractions. This test also measures pre-algebra knowledge and skills such as your understanding of prime numbers, absolute values, scientific notations, and square root.

**COMPASS is not timed. Question number and skill level are randomly generated.*

Test Taking Tips

Before the Test

- Notify the Admissions Office at Oconee Fall Line Technical College if you need special assistance because of a disability.
- Get a good night's sleep before the test.
- On the day of the test, eat a good breakfast and try to avoid any unpleasant situations.
- Relax. Watch out for caffeine in coffee, tea, or sodas.
- Remember to use the restroom before the test begins. You will not be allowed to leave the test area during testing.

During the Test

- Read directions to each section of the test carefully.
- Ask for an explanation of confusing directions before the test begins.
- Read each test item carefully.
- If necessary, rephrase the question in your own words.
- Answer the easiest questions first. Place a light mark next to the hard questions and return to them after you have answered the easier questions.
- If you skip a question, make sure you also skip that answer blank on the answer sheet.
- Completely erase incorrect answers so that you are not penalized.
- Proofread your test. Reread the directions. Make sure you have answered all of the required items. There is no penalty for making an educated guess.
- Use all the time you have. You do not get extra points for finishing the test early.

What if I Don't Do Well on the COMPASS/ASSET?

Oconee Fall Line Technical College's testing policy includes the opportunity to retest once if your initial scores are within 2 points of the acceptable cut-off scores required for Dual Enrollment.

Failure to earn minimum program scores on the retest suggests a need for further concentration on academic classes on the high school campus before pursuit of postsecondary education.

Follow Up

Your COMPASS/ASSET scores will be returned to your high school counselor within 2-5 days. Your counselor will notify you of your scores and will supply any additional information needed, including guidelines for signing up for Dual Enrollment programs with Oconee Fall Line Technical College or group review sessions will be held (depending on the school system and test group size).

Practice for the COMPASS/ASSET

For the actual test you will be given 25* minutes on each section. However, on the practice tests that follow in this booklet you will need to allow 10 minutes for each section.

Also, on the actual test you will be asked to fill out scantron sheet areas including the following information:

- Name (first, last, and middle initial)
- Address
- Phone Number
- Social Security Number
- Birth Date
- Graduation Year
- Release of Scores Information

**COMPASS is not timed. Question number and skill level are randomly generated.*

COMPASS/ASSET Practice Test

Writing

Directions: In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." You will also find questions about a section of the passage, or about the passage as a whole. For each question in the test, choose the alternative you consider best. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine some answers without reading several sentences beyond the phrase in question. Be sure that you have read far enough ahead each time you choose an alternative.

The following paragraphs may or may not be in the most logical order. Each paragraph is numbered in parentheses, and item 11 will ask you to choose the sequence of paragraph numbers that is in the most logical order.

[1]

In the end, everyone gives up jogging. Some find that their strenuous efforts to earn a living drains¹ away the energy necessary for running. Others suffering from² defeat by the hazards of the course, which can range from hard pavement to muddy tracks and from smog to sleet and snow. Person's can also³ simply collapse in their sneakers. My experience having been different,⁴ however; I had a revelation.

1. A. NO CHANGE
B. drain
C. has drained
D. is draining
2. A. NO CHANGE
B. suffered
C. suffer
D. suffering with
3. A. NO CHANGE
B. Still others
C. One may also
D. It's also possible to
4. A. NO CHANGE
B. being different,
C. was a difference,
D. was different,

[2]

It happened two summers ago up at Lake Tom, where I was vacationing with friends. I had been accustomed to running fairly regularly, but that whole week I decided to be lazy. I sailed, basked in the sun, and ate wonderful: lobster, steak, corn on the cob, baked potatoes, and ice cream. By the fourth day of this routine I had to face the truth which my body was slowly changing to dough.

5. A. NO CHANGE
B. ate wonderfully:
C. eating wonderfully:
D. eat wonderful:
6. A. NO CHANGE
B. truth about
C. truth:
D. truth, which

[3]

So, filled with worthy ambition, I tied on my favorite pair of running shoes and loped out to the main road in search of a five-mile route. Out of curiosity, I turned onto Lookout Hill Road and soon discovered how the road had come by its name. I was chugging, at a painfully slow rate, up one of the longest, steepest inclines in the region. Perched at the faraway top of the hill was a solitary house, and only a desire to get a closer look at the place kept me going.

7. A. NO CORRECT RESPONSE
B. Out of curiosity, Lookout Hill Road was turned onto
C. Having become curious, Look out Hill Road was the road I turned onto
D. Look out Hill Road, having become curious, was the route I turned onto—
8. A. NO CHANGE
B. longest, steepest,
C. steepest longest,
D. longest and steepest,

[4]

I was exhausted when, gasping and bedraggled, I reached the crest of the hill. There I found a native New Englander rocking tranquilly on the front porch of the house, which was painted. “Mister,” I panted, “you sure live on a big hill!”

9. A. NO CHANGE
B. house (painted).
C. house, and it was painted.
D. house.

[5]

He studied me closely for a moment and then responded, “Yep, and I’ve got the good sense not to run up it.” That night I tied the laces of my running shoes around a rock and pitched them into Lake Tom.

10. A. NO CHANGE
B. laces, of my running
C. laces of my running,
D. laces; of my running

Items 11 and 12 pose questions about the essay as a whole.

11. Choose the sequence of paragraph numbers that will make the essay’s structure most logical.

- A. No Change
B. 1, 4, 5, 2, 3
C. 1, 5, 4, 3, 2
D. 4, 5, 1, 2, 3

12. Is the use of direct quotation in the essay appropriate?

- A. No, because the essay is an explanation of why the writer gave up jogging.
B. No, because more physical detail would be better in a descriptive essay.
C. Yes, because the story is enlivened by dialogue.
D. Yes, because the essay persuades readers to talk about running.

Reading

Directions: The passage below is followed by 8 questions. After reading the passage, choose the best answer to each question. You may look back at the passage as often as you wish.

The Industrial Revolution got under way first in England. This is a historical fact of the utmost significance, for it explains in large part England's primary role in world affairs in the nineteenth century. Consequently, the question of why the Industrial Revolution began where it did is of much more than academic interest.

The problem may be simplified by eliminating those countries that could not, for one reason or another, have generated the Industrial Revolution. Italy at one time had been an economic leader but had dropped behind with the Discoveries and the shift of the main trade routes from the Mediterranean to the Atlantic. Spain had been economically predominant in the sixteenth century but had then lost out to the northwestern states for various reasons already noted. Holland had enjoyed her Golden Age in the seventeenth century, but she lacked the raw materials, labor resources, and water power necessary for machine production. The various countries of Central and Eastern Europe had been little affected by the Commercial Revolution and hence did not develop the technical skills, the trade markets, and the capital reserves needed for industrialization.

This leaves only France and Britain as possible leaders, and of the two, England had certain advantages that enabled her to forge far ahead of her rival. In commerce, for example, the two countries were about equal in 1763, or, if anything, France was somewhat in the lead. But France had a population three times that of England. France also lost ground in foreign trade when she was driven out of Canada and India in 1763. Furthermore, the blockade of the British fleet during the Revolutionary and Napoleonic Wars reduced French commerce to about half its 1788 value, and the loss was not restored until 1825.

Another important advantage enjoyed by Britain is that she had taken an early lead in the basic coal and iron industries. Because the forest reserves were being depleted, Britain early began using coal for fuel and for smelting iron. By the time of the French Revolution in 1789, Britain was producing about 10 million tons of coal per year, while France was producing 700,000 tons. A contemporary poet sensed the significance of the unlimited source of power for English industry when he wrote,

England's a perfect World! Had Indies too! Correct your Maps!
New-castle is Peru!

England also pioneered in the development of the blast furnace which, in contrast to the old forges, could mass-produce iron. In 1780 Britain's iron output had been a third that of France; by 1840, it was three times more. All this meant that Britain was pushing ahead in the production of goods of mass consumption for which there was a large and steady demand, whereas France specialized more in luxury commodities of limited and fluctuating demand. Perhaps Voltaire had this in mind when he wrote in 1735, "In truth we are the whipped cream of Europe."

From L. S. Stavrianos, *The World Since 1500: A Global History*.

1. The word forge, as it is used in the third paragraph, means:
 - A. Make use of the blast furnace.
 - B. Alter in order to deceive.
 - C. Move forward steadily.
 - D. Produce wrought iron.

2. In comparing the economic development of England and France, the passage shows that:
 - A. England and France were essentially equals until the middle of the nineteenth century.
 - B. France modeled itself on the examples of Italy and Spain, while England modeled itself on the example of Holland.
 - C. England gained most of its capital reserves from the spoils of war, while France gained its capital reserves from trade.
 - D. England began on an equal base with France in the middle of the eighteenth century but pulled far ahead by the middle of the nineteenth century.

3. What reason does the author give for discussing several countries besides England and France?
 - A. Enriching the information provided in the passage.
 - B. Balancing the passage in the interest of fairness.
 - C. Simplifying the problem confronted in the passage.
 - D. Eliminating countries whose Golden Age was yet to come.

4. The passage suggests that generating the first Industrial Revolution required which of the following?
- I. Raw Materials
 - II. Technical Skills
 - III. A Large Population
- A. I only
B. III only
C. I and II only
D. II and III only
5. The author asserts that England's primary role in world affairs in the nineteenth century can be explained in large part by:
- A. The Industrial Revolution getting underway in England first.
B. England's overwhelming naval power.
C. The decline of Italy, Spain, Holland, and Central and Eastern Europe.
D. England's unlimited source of power to fuel its industry.
6. The passage suggests that one indication of a country's success in industrializing was:
- A. An educational system that could produce a steady supply of skilled workers.
B. An ability to satisfy a large market for necessary, rather than luxury, goods.
C. A forest reserve that could be rapidly and efficiently replenished.
D. A fluctuating demand for luxury, rather than necessary, goods.
7. According to the passage, France was compared to whipped cream by:
- A. An unnamed contemporary poet.
B. Voltaire.
C. Napoleon.
D. L.S. Stavrianos.
8. The main idea of the passage is that:
- A. Certain conditions gave England an advantage over other countries in industrializing.
B. With its conquest of Canada in 1763, England controlled the raw materials necessary for industrialization.
C. The English preferred quantity in their goods, while the French demanded quality.
D. England's primary position in international affairs gave it the wealth and influence necessary for industrialization.

Numerical Skills

1.
$$\begin{array}{r} 289 \\ +139 \\ \hline \end{array}$$

- A. 318
- B. 428
- C. 415
- D. 325
- E. 426

6.
$$\begin{array}{r} 17.0 \\ - 3.8 \\ \hline \end{array}$$

- A. 13.2
- B. 13.8
- C. 14.2
- D. 14.8
- E. 20.8

2.
$$\begin{array}{r} 509 \\ -283 \\ \hline \end{array}$$

- A. 226
- B. 316
- C. 326
- D. 386
- E. 792

7. $13.7 \times 2.5 = \underline{\hspace{2cm}}$

- A. 9.59
- B. 24.25
- C. 31.95
- D. 31.95
- E. 34.254

3.
$$\begin{array}{r} 63 \\ \times 85 \\ \hline \end{array}$$

- A. 819
- B. 4805
- C. 5005
- D. 5305
- E. 5355

8. $14.6 \div .2 = \underline{\hspace{2cm}}$

- A. .73
- B. 7.3
- C. 14.4
- D. 73
- E. 730

4. $8\sqrt{2480}$

- A. 31
- B. 301
- C. 310
- D. 380
- E. 410

9. $1/3 + 1/2 = \underline{\hspace{2cm}}$

- A. $1/3$
- B. $1/5$
- C. $2/5$
- D. $1/6$
- E. $5/6$

5. $3.06 + .5$

- A. 3.065
- B. 3.11
- C. 3.56
- D. 5.06
- E. 8.06

10. $2/5 + 1/8 = \underline{\hspace{2cm}}$

- A. $1/3$
- B. $2/8$
- C. $10/20$
- D. $1/40$
- E. $11/40$

Preparing Today's Students for Tomorrow's Opportunities

11. $\frac{3}{8} \times \frac{4}{7} = \underline{\hspace{2cm}}$
- A. $\frac{7}{56}$
B. $\frac{21}{32}$
C. $\frac{32}{21}$
D. $\frac{3}{14}$
E. $\frac{7}{15}$
12. 75% of what is 27?
- A. 21
B. 28
C. 36
D. 42
E. 50
13. A piece of cloth measures 2 yards, 5 feet, and 6 inches in length. What is its length in feet?
- A. 3 yds. 1 $\frac{1}{2}$ feet
B. 7 $\frac{1}{2}$ feet
C. 11 $\frac{1}{2}$ feet
D. 13 feet
E. 3 yards
14. A \$75.00 coat was on sale for 15% off. If sales tax of 4% must be paid, how much did the coat cost on sale?
- A. 14.25
B. 45.00
C. 63.00
D. 64.00
E. 66.30
15. If a freight train travels 645 miles in 15 hours, what is the average speed per hour that the train is traveling?
- A. 39
B. 43
C. 45
D. 55
E. 60
16. Mary receives 12% royalties from the books she has written. Last month she received a check for \$165.00. What was the total dollar amount of her book sales for that month?
- A. \$1250
B. \$1375
C. \$1425
D. \$1500
E. \$1980
17. $0.05 + 0.30 = \underline{\hspace{2cm}}$
- A. 0.08
B. 0.305
C. 0.35
D. 0.38
E. Not given
18. $0.35 \div 5 = \underline{\hspace{2cm}}$
- A. 0.07
B. 0.70
C. 1.75
D. 7.00
E. Not given

19. On a road map with a scale of $\frac{1}{4}$ inch per 10 miles, the highway from Waukee to Winterset is $1\frac{3}{8}$ inches long. how many miles long is this highway?
- A. 44
B. 55
C. 65
D. 70
E. 90
20. The price of gasoline has increased by 5% during the past month. If the price per gallon a month ago was \$1.20, what is the current price per gallon?
- A. \$1.24
B. \$1.25
C. \$1.26
D. \$1.70
E. \$1.80
21. $-2 [3 - 4 - 5] =$ _____
- A. -12
B. -8
C. 8
D. 12
E. 24
22. Which of the following fractions is equivalent to 0.05?
- A. $\frac{1}{5}$
B. $\frac{1}{20}$
C. $\frac{1}{25}$
D. $\frac{1}{50}$
E. $\frac{1}{200}$
23. A rectangular garden is twice as long as it is wide. A fence enclosing the garden is 156 ft. in length. How wide is the garden?
- A. 26 feet
B. 39 feet
C. 52 feet
D. 65 feet
E. 78 feet
24. $(12 \text{ yds. } 1 \text{ ft.}) - (7 \text{ yds. } 2 \text{ ft. } 8 \text{ in.}) -$
- A. 4 yds. 1 ft. 4 in.
B. 5 yd. 1 ft. 8 in.
C. 5 yd. 2 ft. 4 in.
D. 6 yd. 8 in.
E. 10 yd. 1 ft. 8 in.
25. Determine the prime factorization of 112.
- A. $2 \cdot 7 \cdot 8$
B. $2^3 \cdot 14$
C. $2^2 \cdot 7 \cdot 4$
D. $2^4 \cdot 7$
E. $7 \cdot 16$
26. $36 \underline{k}$ represents a 3-digit number that is divisible by 9 and 2. Find the value of the digit represented by \underline{k} .
- A. 0
B. 2
C. 4
D. 6
E. 9

27. Which of the following is equivalent to $-4/5$?

- A. $\frac{[-4]}{5}$ B. $\frac{4}{[-5]}$ C. $\frac{[-4]}{[5]}$
- D. $\frac{-16}{25}$ E. $\frac{4}{-5}$

28. 13 out of 25 students at Sandersville Tech live in Washington County. Of the 550 students enrolled, how many are from Washington County?

- A. 13
 B. 62
 C. 105
 D. 286
 E. 325

ANSWERS:

Writing Skills

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

Reading Skills

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

Numerical Skills

1. B 15. B
 2. A 16. B
 3. E 17. C
 4. C 18. A
 5. C 19. B
 6. A 20. C
 7. E 21. A
 8. D 22. B
 9. E 23. A
 10. E 24. A
 11. D 25. D
 12. C 26. A
 13. C 27. E
 14. E 28. D



The Mission of Oconee Fall Line Technical College

The mission of Oconee Fall Line Technical College, a unit of the Technical College System of Georgia, is to contribute to the economic and workforce development of east central Georgia through quality technical and continuing education, adult education, and business and industry services. The College offers associate degrees, diplomas, technical certificates of credit, and non-credit certificates in a student-centered learning environment through traditional and distance education modes of delivery.

Equal Opportunity Institution

As set forth in its student catalog, Oconee Fall Line Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law).

Questions regarding this policy should be addressed to your local Title IX Coordinator listed below. Information is available in alternative formats. Contact your local ADA/504 Coordinator listed below.

	North Campus, Jefferson and Hancock Centers	South Campus and LOIC
TITLE IX	Dessie Hall Office: North Campus 204C 478-240-5162, dhall@oftc.edu	Janet Smith Office: South Campus 113A 478-274-7836, jrsmith@oftc.edu
ADA/504	Johnnie Edge Office: North Campus 204B 478-553- 2124, jedge@oftc.edu	Lydia Barfoot Office: South Campus 113E 478-274-7786, lbarfoot@oftc.edu