CITY COLLEGE OF SAN FRANCISCO FREQUENTLY ASKED QUESTIONS ABOUT PLACEMENT TESTING

Welcome to City College of San Francisco! Now that you have submitted your application, you are ready for the next few steps—placement testing, orientation and counseling.

WHAT IS THE PURPOSE OF THESE PLACEMENT TESTS?

These tests are one way of measuring your skills in Math and English (or ESL). You and your counselor will use these results (together with other information about you) to decide on a program of courses that best suits your needs and interests. Your test results are used for placement purposes only and cannot prevent you from attending CCSF.

MULTIPLE MEASURES COURSE PLACEMENT PROCESS

Placement Testing is only one factor that determines your Math and English course placement level at City College. Other factors (such as relevant college and high school coursework you have taken and your GPA in your Math or English courses) are considered together with your placement test results.

All these factors, or "multiple measures," are evaluated by your counselor, whom you will see as part of the Matriculation process. Therefore, it is very important that you meet with a counselor to complete the Math and English placement process.

CAN I BE EXCUSED FROM ANY OR ALL OF THE PLACEMENT TESTS?

You can be excused from taking any or all of the placement tests if:

- You are waiving the English and/or Math placement test on the basis of completing specific college courses or standardized tests. "See Placement Test Waiver Form.
- You are exempting from the assessment component on the basis of an AA degree or higher, or enrolling in no more than 9 units of courses with no prerequisites. "See the Matriculation Exemption Form.

Forms are available online or at the Office of Matriculation in Conlan Hall, Room 204. For more information, please call 239-3751.

WHICH TESTS DO I TAKE?

All students must take either the ENGLISH or ESL test:

- -ENGLISH —(1-1/2 hours) For native English speakers (or those whose primary language is English) or -ESL (English as a Second Language)—(1-1/2 hours) For those whose primary language is not English
- -MATHEMATICS

City College administers three levels of mathematics placement testing.:

- ARITHMETIC (45 min) For students who need to strengthen their basic arithmetic skills or who may be ready to study Elementary Algebra.
- ELEMENTARY ALGEBRA (45 min) For students who have studied beginning algebra and may be ready to study Intermediate or Advanced Algebra.
- COLLEGE LEVEL MATH (45 min) For students who wish to enroll in Trigonometry, Calculus, or higher.

Students may take one or more of the tests: however, all students must begin with either the Arithmetic Test or Elementary Algebra Test. To help you decide which test to begin with, please review the sample questions included in this packet before you arrive at the testing session. The following questions should also help you to decide which test to begin with:

SHOULD I BEGIN WITH THE ARITHMETIC OR ELEMENTARY ALGEBRA TEST?

Do you need a review of basic arithmetic (including operations with fractions and decimals)?
 Yes No
 Do you need a review of basic algebra?

Yes No

If you answered YES to Question 1 or 2, begin with the Arithmetic Test.
If you answered NO to both Questions 1 and 2,begin with the Elementary Algebra Test.

SHOULD I TAKE THE ENGLISH OR ESL (ENGLISH AS A SECOND LANGUAGE) TEST?

If you answered NO to more than one of these questions, you should take CCSF ESL Placement Test. Even if you have been in this country for several years, you will benefit from CCSF ESL courses, which are offered at many levels. If your results on the ESL Placement Test indicate that you would benefit from general English courses, you will be advised to take the English Placement Test.

Ccsf English Placement Test Study Guide

College Entrance Examination Board

Ccsf English Placement Test Study Guide:

Resources in Education ,1999-04 When Schools Can't Keep Up Richard Halverson, 2009-03 From Data to Action Milbrey W. McLaughlin, Rebecca A. London, 2013-04-01 This book is a welcome guide for educators civic leaders and researchers looking for ways to leverage data to identify the most effective policies interventions and use of resources for their communities In the current era of reform much has been made of the fact that there are many influences that shape children beyond the walls of the schoolhouse Powerful data warehouses have been built to track children and interventions within school bureaucracies and in other social service sectors Yet these data systems are rarely linked to provide a holistic view of how individual children are faring both in and out of school and which interventions or combinations thereof are most promising Privacy laws and institutional traditions have made such collaborations difficult if not impossible Until now The Youth Data Archive based at the John W Gardner Center for Youth and Their Communities at Stanford University is an effort to blaze a new path to the productive use of cross agency data now employed by researchers school officials and service providers in San Francisco San Mateo Alameda and Santa Clara counties Editors Milbrey McLaughlin and Rebecca A London leaders of the Youth Data Archive bring together participants who describe the initiative and its challenges and successes The participants also give detailed background on how the archive was built and how it has led to improvements in services particularly for children at risk This book is a welcome guide for educators civic leaders and researchers looking for ways to leverage data to identify the most effective policies interventions and use of resources for their communities Board College Handbook College Board, 2008 This comprehensive guide contains objective information on every accredited college in the U S 2 150 four year colleges and universities and 1 650 two year and community colleges A planning calendar and worksheets help students organize their applications The College Board College Handbook College Entrance Examination Board, 2007-06 Presents information on enrollment fields of study admission requirements expenses and student activities at two and four year colleges Chinese Science Education in the 21st Century: Policy, Practice, and Research Ling L. Liang, Xiufeng Liu, Gavin W. Fulmer, 2016-08-16 This book provides an overview of science education policies research and practices in mainland China with specific examples of the most recent developments in these areas It presents an insiders report on the status of Chinese science education written primarily by native speakers with first hand experiences inside the country In addition the book features multiple sectional commentaries by experts in the field that further connect these stories to the existing science education literature outside of China This book informs the international community about the current status of Chinese science education reforms It helps readers understand one of the largest science education systems in the world which includes according to the Programme for International Student Assessment the best performing economy in the world in science math and reading Shanghai China Readers gain insight into how science education in the rest of China compares to that in Shanghai the ways Chinese science educators teachers and students

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Table of Contents Ccsf English Placement Test Study Guide

- 1. Understanding the eBook Ccsf English Placement Test Study Guide
 - The Rise of Digital Reading Ccsf English Placement Test Study Guide
 - Advantages of eBooks Over Traditional Books
- 2. Identifying Ccsf English Placement Test Study Guide
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Ccsf English Placement Test Study Guide
 - User-Friendly Interface
- 4. Exploring eBook Recommendations from Ccsf English Placement Test Study Guide
 - Personalized Recommendations
 - Ccsf English Placement Test Study Guide User Reviews and Ratings

- Ccsf English Placement Test Study Guide and Bestseller Lists
- 5. Accessing Ccsf English Placement Test Study Guide Free and Paid eBooks
 - Ccsf English Placement Test Study Guide Public Domain eBooks
 - Ccsf English Placement Test Study Guide eBook Subscription Services
 - Ccsf English Placement Test Study Guide Budget-Friendly Options
- 6. Navigating Ccsf English Placement Test Study Guide eBook Formats
 - o ePub, PDF, MOBI, and More
 - Ccsf English Placement Test Study Guide Compatibility with Devices
 - Ccsf English Placement Test Study Guide Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Ccsf English Placement Test Study Guide
 - Highlighting and Note-Taking Ccsf English Placement Test Study Guide
 - Interactive Elements Ccsf English Placement Test Study Guide
- 8. Staying Engaged with Ccsf English Placement Test Study Guide
 - o Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Ccsf English Placement Test Study Guide
- 9. Balancing eBooks and Physical Books Ccsf English Placement Test Study Guide
 - o Benefits of a Digital Library
 - Creating a Diverse Reading Collection Ccsf English Placement Test Study Guide
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Ccsf English Placement Test Study Guide
 - Setting Reading Goals Ccsf English Placement Test Study Guide
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Ccsf English Placement Test Study Guide
 - Fact-Checking eBook Content of Ccsf English Placement Test Study Guide
 - Distinguishing Credible Sources

- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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