



Academic Upgrading

Academic Services

Study Guide for English Placement Test

Updated: June 2016

Important Information

Review the following information before preparing for the test.

The English Placement Test

The English Placement Test is an assessment designed for Academic Upgrading placement purposes only. This assessment determines entrance into Literature and Composition I (English Language Arts 20-1 equivalent) or Literature and Composition II (English Language Arts 30-1 equivalent). **No section of the test may be used for admission to any SAIT program other than Academic Upgrading. The English Placement Test is not accepted for admission to any other institution, nor does the test determine English language proficiency.**

- Students write the test on campus at Testing Services (room MC 221, Stan Grad Centre). Testing Services hours of operation are available on www.sait.ca/testing.
- Students must book the test in advance using instructions provided by Academic Upgrading. To receive instructions for booking the test or to arrange invigilation of the test outside Calgary, contact Academic Upgrading (upgrading@sait.ca).
- **If you are not sure whether the English Placement Test will meet your needs, contact Academic Upgrading (upgrading@sait.ca or 403-210-5756).**

The English Placement Test is composed of the following:

Grammar and Reading Comprehension: 45 multiple choice questions

- to be completed in 75 minutes

Literature Comprehension: 20 multiple choice questions

- to be completed in 45 minutes

Essay: 5 paragraph essay

- The essay is to be attempted after completing the above Grammar and Reading Comprehension and Literature Comprehension components.
- The essay is to be completed in 120 minutes (2 hours).
- An essay rubric is included on the final page of this guide for your reference.

You may **not** use a dictionary, thesaurus, or other reference materials for any portion of the test. All students must write the test in order, starting with Grammar/Reading Comprehension, then Literature Comprehension, and finally the Essay. Students typically write the entire exam on one day, although you may choose to schedule the multiple choice components on one day and the essay on another.

To meet the basic English Language Arts admission requirement for the daytime Academic Upgrading program:

A mark of 50-69% overall (an average of the multiple choice and essay components) is required to pass and meet the basic English Language Arts admission requirement for the daytime Academic Upgrading program.

To place into COMM 181 (Literature and Composition I) *English 20-1 equivalent*:

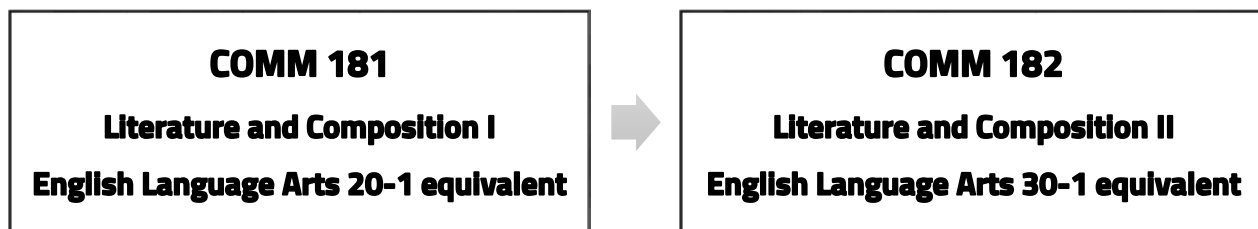
A mark of 50-69% overall (an average of the multiple choice and essay components) is required to pass and be placed into COMM 181 (Literature and Composition I) which is equivalent to English Language Arts 20-1.

To place into COMM 182 (Literature and Composition II) *English 30-1 equivalent*:

A mark of 70-100% overall (an average of the multiple choice and essay components) is required to be placed into COMM 182 (Literature and Composition II) which is equivalent to English Language Arts 30-1.

Note: No part of this exam can be used to determine English Language proficiency at SAIT.

SAIT Academic Upgrading Course Sequence



SAIT also offers a non-credit, 18-hour evening course called **COMM 100** which reviews concepts including sentence structure, grammar and punctuation, essay structure, proofreading techniques, presentation skills, and citation guidelines. At the end of the course a final assessment is used to determine placement into SAIT Academic Upgrading Literature and Composition courses (high school equivalency courses). For more information about the cost, scheduling, and suitability of this non-credit course contact:

- upgrading@sait.ca or
- 403-210-5756

English Placement Test Study Resources

Accessing SAIT's Electronic and Print Resources

Community users, like you, can view, scan, and photocopy electronic and print sources if they show their photo ID to a librarian at SAIT's information desk. If they wish to check out a source, they can obtain a TAL card from SAIT's information desk.

Grammar Resources

You may be tested on the following topics: parts of speech (nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, interjections, and articles); types of clauses (dependent and independent); punctuation (apostrophes, commas, semicolons, colons, question marks, and periods); fragments, run-ons, comma splices, spelling, capitalization, etc. The following resources will help prepare you for the grammar portion of the test:

Electronic

Behrens, Susan J. *Grammar: A pocket guide*. New York: Routledge, 2010. SAIT Reg Erhardt Library. Web. 15 May 2015.

<http://libresources.sait.ab.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat02760a&AN=sait.1259112&site=eds-live>

Capital Community College Foundation. *Guide to grammar and writing*. Capital Community College, 2004. Web. 15 May 2015.

<http://grammar.ccc.commnet.edu/grammar/index.htm>

Simmons, Robin L. *Exercises at Grammar Bytes*. Chompchomp, 2015. Web. 15 May 2015.

<http://www.chompchomp.com/exercises.htm>

Stilman, Anne. *Grammatically correct: The essential guide to spelling, style, usage, grammar, and punctuation*. Ohio: Writer's Digest Books, 2010. SAIT Reg Erhardt Library. Web. 15 May 2015.

<http://libresources.sait.ab.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat02760a&AN=sait.1289854&site=eds-live>

Writing Lab and the OWL Purdue. *Grammar*. Purdue University, 2015. Web. 15 May 2015.

<https://owl.english.purdue.edu/owl/section/1/5/>

Print

- Beason, Larry, and Mark Lester. *A commonsense guide to grammar and usage*. Boston, MA: Bedford/St. Martin's, 2006. *SAIT Reg Erhardt Library*. Web. 15 May 2015.
- Faigley, Lester. *The brief penguin handbook with exercises*. Boston: Longman, 2012. *SAIT Reg Erhardt Library*. Web. 15 May 2015.
- Langan, John, and Beth Johnson. *English essentials: What every college student needs to know about grammar, punctuation, and usage*. New York: McGraw-Hill, 2009. *SAIT Reg Erhardt Library*. Web. 15 May 2015.
- Lobeck, Anne C. *Navigating English grammar: A guide to analyzing real language*. Malden, MA: Wiley-Blackwell, John Wiley & Sons, 2014. *SAIT Reg Erhardt Library*. Web. 15 May 2015.
- Straus, Jane, Lester Kaufman, and Tom Stern. *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes*. San Francisco: Wiley, 2014. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Writing Resources

You will be asked to read a text and write a five-paragraph essay on a designated topic that pertains to the text, using textual evidence from the text. Your essay will be graded with the essay rubric, which is attached to the end of this document (see Appendix A). The following resources will help prepare you for the essay portion of the test:

Electronic

- Hamilton, Carole L. *Anthem guide to essay writing*. New York: Anthem Press, 2011. *SAIT Reg Erhardt Library*. Web. 15 May 2015.
<http://libresources.sait.ab.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat02760a&AN=sait.1241316&site=eds-live>
- Sandhills Community College. *Sample five-paragraph essay*. Sandhills Community College, n.d. Web 15 May 2015. http://www.sandhills.edu/academic-departments/english/essaybasics/5_paragraph_essay.html
- The Writing Centre. *Paragraphs*. The University of North Carolina at Chapel Hill, 2014. Web 15 May 2015. <http://writingcenter.unc.edu/handouts/paragraphs/>
- The Writing Centre. *Writing paragraphs*. University of Ottawa, n.d. Web 15 2015.
<http://arts.uottawa.ca/writingcentre/en/hypergrammar/writing-paragraphs>

The Writing Lab and the OWL Purdue. *The writing process*. Purdue University, 2015. Web 15 May 2015. <https://owl.english.purdue.edu/owl/section/1/1/>

Print

Buckley, Joanne. *Fit to print: The Canadian student's guide to essay writing*. Toronto: Nelson Education, 2008. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Clouse, Barbara Fine. *Progressions with reading: Paragraph to essay*. New York: Pearson, 2009. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Davis, Roger Nathan, and Kay L. Stewart. *Essay writing for Canadian students with readings*. Don Mills, ON: Pearson Canada, 2013. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Gaetz, Lynne, and Suneeti Phadke. *The writer's world: Paragraphs and essays*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 2009. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Kelly, William J. *Simple, clear, and correct: paragraphs*. New York: Pearson Longman, 2009. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Reading Resources

You will be asked to read several different styles of texts and answer a few questions to demonstrate your understanding of the texts. The following resources will help prepare you for the reading portion of the test:

Electronic

Academy of American Poets. *How to read a poem*. Poets, n.d. Web 15 May 2015. <http://www.poets.org/poetsorg/text/how-read-poem-0>

Entryways into College Reading and Learning. *Context clues: Exercise 1*. McGraw-Hill Higher Education, 2008. Web 15 May 2015. http://highered.mheducation.com/sites/0073123587/student_view0/chapter3/context_clues_exercise_1.html

Entryways into College Reading and Learning. *Context clues: Exercise 2*. McGraw-Hill Higher Education, 2008. Web 15 May 2015. http://highered.mheducation.com/sites/0073123587/student_view0/chapter3/context_clues_exercise_2.html

Entryways into College Reading and Learning. *Context clues: Exercise 3*. McGraw-Hill Higher Education, 2008. Web 15 May 2015.

http://highered.mheducation.com/sites/0073123587/student_view0/chapter3/context_clues_exercise_3.html

Poetry Foundation. *Glossary terms*. Poetry Foundations, 2015. Web 15 May 2015.

<http://www.poetryfoundation.org/learning/glossary-terms?category=techniques-and-figures-of-speech>

Print

Carter, Christine Evans. *Landscapes: Groundwork for college reading*. Boston, MA: Wadsworth/Cengage Learning, 2013. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Clarke, Paula J., and Dean Chesher. *Developing reading comprehension*. Hoboken: Wiley-Blackwell, 2014. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Dillard, Mary L. *Reading in the academic environment*. Upper Saddle River, N.J.: Prentice Hall, 2003. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Henderson, Eric. *The active reader: Strategies for academic reading and writing*. Don Mills, ON: OUP Canada, 2012. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Milan Spears, Deanne. *Improving reading skills: A contemporary reader*. Boston: McGraw-Hill, 2010. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Citing Resources

You may be asked to demonstrate your understanding of quoting, paraphrasing, summarizing, plagiarism, direct vs. indirect speech, etc. The following resources will help prepare you for this portion of the test:

Electronic

Driscoll, Dana Lynn and Allen Brizee. *Quoting, paraphrasing, and summarizing*. Purdue University. 2015. Web 15 May 2015.

<https://owl.english.purdue.edu/owl/resource/563/01/>

Heath, Marilyn. *MLA made easy: Citation basics for beginners*. Santa Barbara, CA: Libraries Unlimited, 2010. *SAIT Reg Erhardt Library*. Web. 31 May 2015.

<http://libresources.sait.ab.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cab02760a&AN=sait.1250622&site=eds-live>

Jennifer ESL. *Reported speech (intro) - English grammar*. YouTube. 22 May 2009. Web 15 May 2015. <https://www.youtube.com/watch?v=5HBEw6cY17g>

Reg Erhardt Library. *Avoiding plagiarism*. SAIT Polytechnic. n.d. Web 15 May 2015. <http://library.sait.ca/avoidingplagiarism.asp>

Russell, Tony and et. al. *MLA formatting and style guide*. Purdue University. 2015. Web 15 May 2015. <https://owl.english.purdue.edu/owl/resource/747/01/>

Print

Fox, Tom, Julia Johns, and Sarah Keller. *Cite it right: The source aid guide to citation, research, and avoiding plagiarism*. Osterville, Mass.: Source Aid LLC, 2007. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Lester, James D., and James D. Lester. *Writing research papers: A complete guide*. New York: Pearson/Longman, 2007. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Modern Language Association of America. *MLA handbook for writers of research papers*. New York: Modern Language Association of America, 2009. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Quaratiello, Arlene Rodda. *College student's research companion*. New York: Neal-Schuman Publishers, 2003. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Trimmer, Joseph F. *A guide to MLA documentation: With an appendix on APA style*. Boston: Houghton Mifflin, 2006. *SAIT Reg Erhardt Library*. Web. 15 May 2015.

Appendix A: Essay Rubric

	Unsatisfactory (0-4)	Minimal Pass (5)	Satisfactory (6-7)	Good (7-8)	Excellent (9-10)
Content x2 (20)	<ul style="list-style-type: none"> ○ no title ○ none to 1 of the paragraphs contains clear ideas ○ no analysis in paragraphs (i.e., summarizes the literary text) 	<ul style="list-style-type: none"> ○ irrelevant title ○ 2 of the paragraphs contain clear ideas ○ minimal analysis in paragraphs 	<ul style="list-style-type: none"> ○ basic title ○ 3 of the paragraphs contain clear ideas ○ basic analysis in paragraphs 	<ul style="list-style-type: none"> ○ relevant title ○ 4 of the paragraphs contain clear ideas ○ good analysis in paragraphs 	<ul style="list-style-type: none"> ○ sophisticated title ○ all of the paragraphs contain clear ideas ○ sophisticated analysis in paragraphs
Introduction (10)	<ul style="list-style-type: none"> ○ no hook ○ no thesis ○ does not address the topic questions 	<ul style="list-style-type: none"> ○ irrelevant hook ○ thesis is missing three or more of the elements in the fifth column ○ addresses the topic questions inadequately 	<ul style="list-style-type: none"> ○ basic hook ○ thesis is missing two of the elements in the fifth column ○ addresses the topic questions adequately 	<ul style="list-style-type: none"> ○ good hook ○ thesis is missing one of the elements in the fifth column ○ addresses the topic questions 	<ul style="list-style-type: none"> ○ engaging hook ○ thesis is specific, contains a position that justifies discussion, answers the question how or why, and previews 3 main points ○ addresses the topic questions very well
Body (10)	<ul style="list-style-type: none"> ○ no textual evidence in paragraphs ○ no transitions in paragraphs ○ none of the paragraphs is properly structured with a topic sentence, supporting details, and a concluding comment 	<ul style="list-style-type: none"> ○ minimal textual evidence in paragraphs ○ problematic transitions (i.e., poor word choice) in paragraphs ○ 1 of the paragraphs is properly structured with a topic sentence, supporting details, and a concluding comment 	<ul style="list-style-type: none"> ○ relevant textual evidence in paragraphs ○ some transitions in paragraphs ○ 2 of the paragraphs are properly structured with a topic sentence, supporting details, and a concluding comment 	<ul style="list-style-type: none"> ○ strong textual evidence in paragraphs ○ good transitions in paragraphs ○ 3 of the paragraphs are properly structured with a topic sentence, supporting details, and a concluding comment 	<ul style="list-style-type: none"> ○ insightful textual evidence in paragraphs ○ excellent transitions in paragraphs ○ all of the paragraphs are properly and maturely structured with a topic sentence, supporting details, and a concluding comment
Conclusion (10)	<ul style="list-style-type: none"> ○ no summary ○ no closing remark 	<ul style="list-style-type: none"> ○ summarizes the main ideas using the same words and sentence structure ○ no closing remark 	<ul style="list-style-type: none"> ○ summarizes the main ideas ○ incorporates some new information 	<ul style="list-style-type: none"> ○ summarizes the main ideas clearly ○ good closing remark 	<ul style="list-style-type: none"> ○ summarizes the main points in a subtle and sophisticated way ○ thought-provoking closing remark
Language x5 (50)	<ul style="list-style-type: none"> ○ 10 or more major errors ○ most sentences are unclear or awkward 	<ul style="list-style-type: none"> ○ 8 or more major errors that affect understanding ○ several sentences are unclear 	<ul style="list-style-type: none"> ○ 5 or more errors in grammar and spelling ○ sometimes errors affect understanding 	<ul style="list-style-type: none"> ○ 3 or 4 minor errors in punctuation and capitalization ○ errors do not affect comprehension 	<ul style="list-style-type: none"> ○ 1 -2 minor errors ○ evidence of careful proofreading
TOTAL /100					