



CARDINAL STRITCH UNIVERSITY

ASSET PROGRAM

Assessment of Skills for Successful Entry and Transfer

ASSET is a series of short placement tests developed by ACT used to guide course selection. These tests are designed to help you and the University work together to maximize your opportunities for success at Cardinal Stritch University.

The assessment consists of three 25 minute tests which evaluate reading, language usage, and numerical skills. The **WRITING SKILLS** test measures your understanding of appropriate usage in grammar, punctuation, sentence structure, writing strategy, and writing style. The **READING SKILLS** test measures your ability to find specific information in text and to make logical inferences that extend beyond the text information. The **NUMERICAL SKILLS** test 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 notation, and square roots.

The ASSET is given every Wednesday at 3pm throughout the year. It is also offered on Tuesdays at 9am during busier months. To make an appointment for the test, contact the Admissions Department at (414) 410-4040. There is no fee for this test.

PLEASE CALL US IF YOU NEED TO RESCHEDULE OR CANCEL YOUR APPOINTMENT.

The following pages are sample questions and answers from each of the three tests.

WRITING SKILLS

Directions: In the partial passage that follows, certain words and phrases are underlined and numbered. 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 alternate you consider best and blacken the corresponding space on your answer folder. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine most 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.

(1)

In the end, everyone gives up jogging. Some find that their strenuous efforts to earn a living drains away the energy necessary for running. Others suffering from 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 also simply collapse in their sneakers. My experience having been different, 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

(2)

It happened two summers ago up at Lake Torn, 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.

4. A. NO CHANGE
B. being different,
C. was a difference,
D. was different,
5. A. NO CHANGE
B. ate wonderfully:
C. eating wonderful:
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 on 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 CHANGE
B. Out of curiosity, Lookout Hill Road was turned onto
C. Having become curious, Lookout Hill Road was the road I turned onto
D. Lookout Hill Road, having become curious, was the route I turned onto

READING SKILLS

Directions: The passage below is followed by several questions. After reading the passage, choose the best answer to each question and blacken the corresponding space on your answer folder. You may refer to the passage as often as necessary.

The Industrial Revolution got under way first in England. This is an 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 blockage 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 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 this unlimited source of power for English industry when he wrote,

England's a perfect World! Has 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 example 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 eighteenth century, but pulled far ahead by the middle of the nineteenth century

3. What reason does the author give for discussion of 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

READING (cont.)

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 under way 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

NUMERICAL SKILLS

Directions: Each question is followed by five possible answers. You are to choose the correct answer to each question. For some questions, the fifth choice for an answer will be "NOT GIVEN." Whenever none of the first four answers is correct, choose "NOT GIVEN" as your answer.

1. $0.05 + 0.30 = ?$
- A. 0.08
 - B. 0.305
 - C. 0.35
 - D. 0.38
 - E. NOT GIVEN
2. $0.35 - 0.28 = ?$
- A. 0.07
 - B. 0.70
 - C. 1.75
 - D. 7.00
 - E. NOT GIVEN
3. 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
4. $1/2 + 1/4 = ?$
- A. $3/8$
 - B. $1/3$
 - C. $1/8$
 - D. $3/4$
 - E. NOT GIVEN
5. Which of the following fractions is equivalent to 0.05?
- A. $1/5$
 - B. $1/20$
 - C. $1/25$
 - D. $1/30$
 - E. $1/200$

Writing Answer Key: 1. B; 2. C; 3. B; 4. D; 5. B; 6. C; 7. A.
Reading Answer Key: 1. C; 2. D; 3. C; 4. C; 5. A
Numerical Answer Key: 1. C; 2. A; 3. C; 4. D; 5. B

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