



REGISTRAR'S OFFICE

ENGLISH ADMISSION TESTING GUIDE (CAT 4)

Has the Registrar's Office required you to write the Admission Test? This happens when:

- An applicant is a mature student (19 years of age or older) and does not have an OSSD or equivalent.
- An applicant has an OSSD, but does not meet the English and/or math requirements for a post-secondary program.
- An applicant has not submitted to the Registrar's Office all documentation related to their formal education.

For further information on St. Clair College's admission policy, please reference the Policy and Procedures Manual for Admissions at:

<http://www.stclaircollege.ca/registrar/>

You should know that:

- The Admission Test may be WRITTEN ONLY ONCE during the current application period for each semester.
- If for any reason you are unable to write on your scheduled test date, you must call to reschedule.

To schedule (or reschedule) your test in Windsor please call Testing Services at 519-972-2727, ext. 4226. To schedule (or reschedule) your test in Chatham, call 519-354-9714, ext. 3306.

- Windsor testing begins promptly at 9:15 A.M. Photo ID is required.
- Chatham testing begins promptly at 9:00 A.M. Photo ID is required.
- Late arrivals will be required to book another appointment.
- Once you begin the test, you will not be allowed to leave the test room.
- Ask questions if you are unclear about anything.

Before and after the test:

- The College will provide supports and services to all students with disabilities, both temporary and permanent, with valid supporting documentation. Interim accommodation requests will be received in good faith and can be provided pending receipt of medical documentation. Retroactive accommodations will be considered based on the unique circumstances of the individual matter. The College will give all Human Rights Code-related requests for accommodation meaningful consideration.
- Procedure: The student is responsible to meet with a counsellor in Accessibility Services (*call 519-972-2727, ext. 4226 in Windsor or 519-354-9714, ext. 3306 in Chatham*) to discuss their functional limitations and accommodation needs and provide Accessibility Services with supporting documentation. Students are not required under the Ontario Human Rights Code to disclose their disability diagnosis (with the exception of Learning Disabilities) to receive accessibility supports and services and/or academic accommodations. Students are encouraged to meet with a counsellor prior to the start of a semester to provide information and arrange accommodations.
- Examples of test questions are provided in this booklet. For more assistance, visit the website at <http://www.stclaircollege.ca/student-services/testing-services.html>
- Test results are usually available shortly after completion of the test.

GOOD LUCK!

THE ENGLISH TEST

Prospective students who do not have the English requirement for their program(s) of choice will be required to complete both a **reading** and a **writing** assessment. **All** programs require the same reading and writing assessment. You will **not** be allowed any aids, including a dictionary. **This assessment combines both a multiple-choice timed section and a writing sample.**

Section 1 – INFORMATIONAL READING

- Consists of 40 multiple choice questions measuring your reading comprehension and your ability to gather information from what you read.
- You will have 50 minutes to complete the test.

Section 2 – PERSUASIVE WRITING SAMPLE

- You will be asked to respond in writing to a prompt such as a lively picture or realistic situation.
- You will have 35 minutes to complete the writing sample.
- Writing samples are evaluated for content, artistry of communication, and control of conventions.

How is the test scored?

INFORMATIONAL READING

A point is awarded for each correct multiple choice answer. The total correct score is then converted to a percentile which ranks that score compared to grade 12 norms. Acceptable percentile rankings are those that fall into the average range.

PERSUASIVE WRITING SAMPLE

The Persuasive Writing sample scores can range from levels 1 to 3. Three areas are evaluated: Content of Writing, Artistry of Communication, and Control of Conventions. The Content of Writing looks at your ideas and details and considers the extent to which your ideas are clear, and establish an appropriate purpose and context and whether details are thorough, specific, accurate, and support ideas. Artistry of Communication looks at organization and word choice and considers the extent to which your ideas are organized in a focused sequence and are connected, and whether the words and expressions are effective, and establish a voice and tone appropriate for the purpose and context. Control of Conventions evaluates how well sentence structure and usage, along with spelling, capitalization, and punctuation are controlled. Scores are evaluated for each area against the literacy demands of college programs.

The following pages provide sample Informational Reading passages and multiple choice questions for practice purposes. Also provided is a sample Persuasive Writing prompt. The correct answers are included.

Up to Code?

Not by a Long Shot

BY CAROLINE GEORGE

Anybody with a disability should know this:

By 1995 all federal and most public buildings were mandated within the National Building Code to provide accessibility for people with disabilities. The heavy doorknob without a lever, doorways too narrow for wheelchairs or the letters on signs too small or unreadable – barriers to accessibility were set to undergo a makeover.

But do the 4.4 million Canadians identified by Statistics Canada as having a physical, sensory or intellectual disability really have the proper access today? Not by a long shot...

Nineteen years ago the concept of barrier-free design outlined in Section 3.8 of the code cemented the standards of accessibility for people with disabilities in Canada. Physical roadblocks within buildings were to be replaced and a minimum building design would allow people with a disability to gain mobile accessibility. Yet the responsibility to enforce the code within each provincial and territorial jurisdictions differs. Modifications to the code have not yet been universally recognized.

For new, existing, or renovated buildings, provincial codes should provide minimum standards for barrier-free accessibility, but in many cases it's almost impossible to keep up with buildings redesigned to address accessibility issues, explains Brad McCannell, president of Canadian Barrier Free Design Inc. (CBFD), a consulting agency created to fill the gap between the application of the building code and the real needs of the community of persons with disabilities, in Vancouver.

"In the old days, even ten years ago, building codes reflected probably the needs of a majority of the population, but building codes can't keep up with the changing demographics. We're about twenty years away from 40 per cent of the population being over 65 years old and building codes don't reflect that at all," McCannell says.

A C6/7 quadriplegic, McCannell relies on a service dog to direct him in and out of many buildings on a daily basis. His frustration escalates as he describes the difficulty of navigating facilities without ramps, automatic doors or levers on door handles. Unless a circumstance is exceptional, revisions to the code are normally undertaken over a five-to-seven year period. That's way too long for McCannell.

"It takes three to seven years to update building codes. It's just not possible for a building code to keep up with the changing demographics of a community," says McCannell.

New Builds Better

Fortunately, new buildings have to do more than just follow minimum standards of the code. A local building department is contacted and permits issued and additional modifications to the code applied if enforced locally or provincially.

"Sometimes we take things out of the NBC and adopt it into the Alberta building codes," says Linnie Tse, the administrator for Alberta's barrier free policy. "Because the code is a model

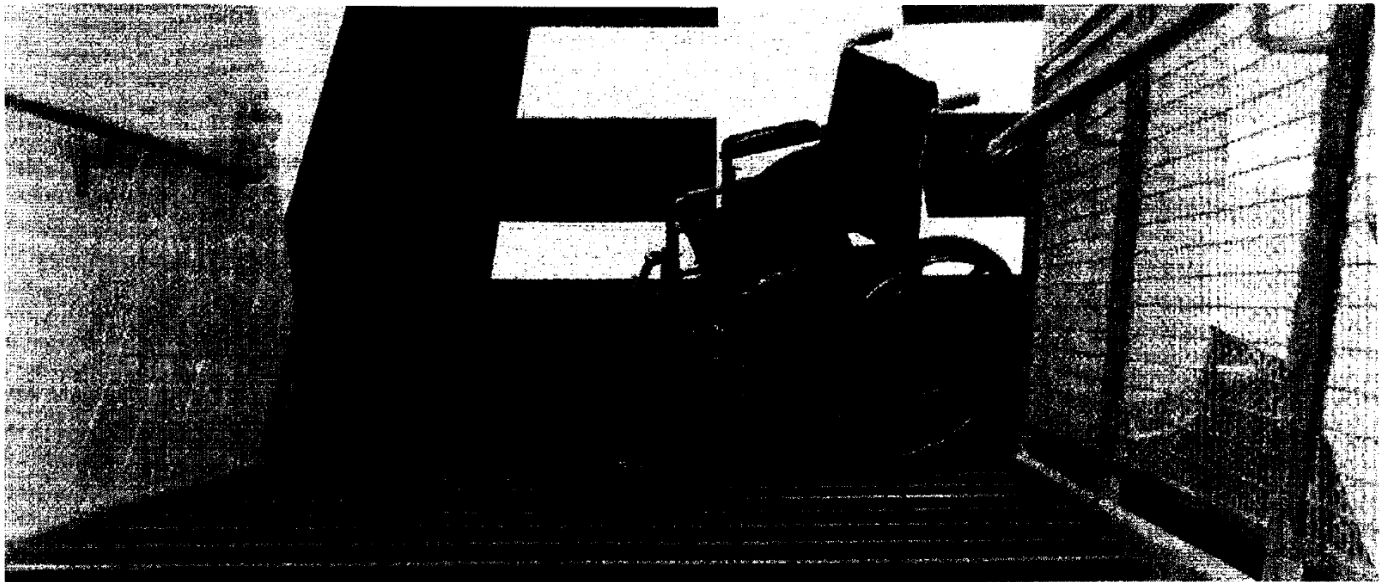


Photo: Jupiterimages

"When you follow building codes in your project it's the same as saying 'We're doing the very least we can possibly do.'"

for the whole country, if there's anything in there we think would work, we adopt it. If there's anything that we need to add that is extra into the code, then we do, but it comes specific to Alberta."

Still, each province and territory establishes its own version of the NBC, adopting or modifying it to comply with their own building standards. The varied application of the code amongst provinces and territories is problematic, says Tse, who uses a wheelchair after suffering two strokes and viral infection at 25. "Some things are similar across the provinces, but then there are other things that aren't," says Tse, noting changes to the code are implemented, but usually by request. "Changes only come about if people feel there is something lacking and they send in their applications on why they want something changed."

Less is Less

Additional confusion is created when those responsible for building for accessibility – architects, designers and engineers – are required to adhere to both national and provincial standards. With the complexity of standards applicable on many levels by many different people, the initial focus on accessibility can become completely lost, says McCannell. "The problem isn't with the building codes, the problem is with municipal planners, designers and architects," says McCannell. "When you follow building codes in your project it's the same as saying 'We're doing the very least we can possibly do.'"

Never mind the fact that private buildings tend to be less accessible than those owned and operated by federal and provincial governments. And most don't even begin to address the range of disabilities that exist, says Bobbi Moore, who has cerebral palsy and is a spokeswoman for Ontario March of Dimes. "Most buildings are not fully accessible and that becomes a problem because everybody has a different meaning to accessibility," says Moore. "When I go into a building and I have to use a washroom I can use the normal size stall, I just need buttons. Some of the buildings I've been in say they're accessible because they have a wheelchair

accessible stall, but there are no buttons (for automatic entry) to get in."

Moore describes a time when she was asked to make a list of what an accessible building should have. The list was four pages long. For Moore it was standard, but after showing it to a friend she realized that it's hard for people without a disability to grasp the normalcy of what accessibility means.

"When I go into a building I don't look at it to be accessible just for me. I try to go into a building to try and make it as accessible for as many people as I can. To me, if a building is fully accessible to someone with a different ability, they feel a lot more welcome. Their nervousness is made a lot less when they know it's okay that they can get into the washroom or into the office without worrying of breaking the door, or they can stand because there is a bar available," says Moore. "The worry of going into new buildings is exacerbated by the fact we're worried about falling or breaking something because it's not fully accessible."

Free to be Independent

Tse notes accessible buildings should enable people with disabilities to function independently. "Spaces need to be accessible and adaptable so people with physical, sensory and intellectual disabilities have equal access and dignity into doing so," says Tse.

"We (CFBD) bring universal design into the picture," says Brad McCannell. "We consider the demographics and users of the building in the current community." Working on one of many projects including the 2010 Winter Olympics and Vancouver International Airport, McCannell believes integrating building codes on par with accommodating all disabilities is overdue and a critical necessity lacking in today's standards. "As a manager or a planner, if you're trying to build or maintain a building based on building codes alone, you've already lost the game...only the 18-to-45 year-old males, on which most building codes are based are going to have to carry the load of the economy and that's just not going to happen." ■

1. The elimination of physical roadblocks within buildings is referred to as

- A** the code
- B** barrier-free design
- C** standards for accessibility
- D** physical modifications

2. NBC stands for

- A** New Brunswick Committee
- B** New Barrier-free Committee
- C** National Building Code
- D** National Barrier-free Code

3. Adopting or modifying the Code is

- A** not allowed
- B** done by each province and territory
- C** done to comply with provincial and territorial building standards
- D** both B and C

4. According to Brad McCannell, the building codes are not the problem but rather

- A** municipal planners, designers and architects
- B** national and provincial standards
- C** federal and provincial governments
- D** lack of awareness regarding accessibility

5. Most building codes

- A** are sufficient to meet accessibility standards
- B** are based upon 18 to 45 year-old males
- C** represent the highest building standards possible
- D** are different for privately owned buildings

(ANSWERS: 1. B, 2. C, 3. D, 4. A, 5. B)

How to Replace a Doorknob

By [Katrina Derrico](#)



Doorknob and Kickplate

Updating the look of the exterior of your home can be as simple as changing the hardware to your front door.

Changing the doorknob and adding a kick-plate to the bottom of the front door can give your home a fresh new look, quickly and easily.

Difficulty: Moderate

Things You'll Need: Phillips Screwdriver, New Doorknob

Instructions

1. Step 1

Begin to remove the old doorknob by using a Phillips screwdriver to loosen the two screws on either side of the handle.

NOTE: Holding both covers on either side of the door will sometimes make removing the screws easier.

2. Step 2

Remove both sides of the handle.

3. Step 3

Remove new doorknob from packaging.

4. Step 4

Insert shaft of the exterior doorknob into the holes horizontally in the latch case.

5. Step 5

Place the interior doorknob on the protruding shank, carefully aligning the shafts with the screw holes.

NOTE: Be sure to install the knob containing the lock on the interior side of the door.

6. Step 6

Using the Phillips screwdriver, install and tighten the screw closest to the edge of the door first. Repeat on the other side.

NOTE: As with removing the doorknob, holding both covers on either side of the door will sometimes make installing the screws easier.

7. Step 7

Test the handle by opening and closing the door.

Tips & Warnings

- If an adjustment needs to be made to the latching mechanism, be sure to check the package from the manufacturer for realignment instructions.
- Adding a matching kick plate to the front door will complete the new look. Some kick plates are installed with a self adhesive strip and are easy to install.
- Be sure to leave another door open in case you accidentally lock yourself out while testing.

1. In Step One, holding the doorknob covers

- A is not recommended
- B makes the screws come out more easily
- C requires two people
- D can be done using needle-nose pliers

2. Before inserting the shaft of the exterior doorknob into the holes, you should

- A grease the holes
- B open the new doorknob from its packaging
- C remove both sides of the old handle
- D both B and C

3. Placing the interior doorknob on the protruding shank is

- A Step 4
- B Step 6
- C Step 5
- D Step 7

4. The door lock must be installed

- A on the interior knob
- B on the exterior knob
- C either interior or exterior knob
- D separately using a star screwdriver

5. A useful tip when installing a new doorknob is

- A to cover your clothing to avoid soiling them with grease
- B to also install a new contrasting kick plate at the same time
- C to leave another door open in case you accidentally lock yourself out
- D have a professional install the doorknob

(ANSWERS: 1. B, 2. D, 3. C, 4. A, 5. C)

Persuasive Writing Sample

Assignment

Write a short essay in which you argue whether climate change is or is not a serious environmental concern.

Remember to...

- choose only one position.
- focus on the purpose of your essay – to argue for your position.
- provide reasons and details for your position.
- use words that will make your essay effective and interesting to read.
- organize your thoughts in paragraphs.
- edit your work for spelling and punctuation.

You have 35 minutes.