Introduction

This is the only official guide to the 33 College-Level Examination Program® (CLEP®) exams. CLEP exams are administered on computer test centers across the country.

This Guide has been written mainly for adults who are making plans to enroll in college, but it contains information of interest to others as well. College-bound high school students, current college students, military personnel, professionals seeking certification and persons of all ages who have learned or wish to learn college-level material outside the college classroom will find the Guide helpful as they strive to accomplish their goals.

CLEP is based on the premise that some individuals enrolling in college have already learned part of what is taught in college courses through job training, independent reading and study, noncredit adult courses and advanced high school courses. Often, their jobs and life experiences have enhanced and reinforced their learning. CLEP provides these individuals with the opportunity to demonstrate their mastery of college-level material by taking exams that assess the knowledge and skills taught in college courses.

The first few sections of this study guide explain how CLEP can help you earn credit for the college-level learning you have acquired and provide suggestions for preparing for the exams. The guides to the individual exams include test descriptions, sample questions and tips for preparing to take the exams.

CLEP has also made available an online preparation tool that uses the real computer-based testing (CBT) software to help you prepare to test on this platform. The CLEP Sampler contains tutorials to familiarize you with the basic computer skills needed to take the CBT exams. However, if you are already comfortable using a computer, you can bypass those tutorials and go straight to the sections illustrating how to use the testing tools and how to answer the types of questions developed especially for the computer version of each exam. The Sampler also shows you what to expect on the day of the test and gives useful test-taking tips and strategies. You can find the Sampler at www.collegeboard.org/clepprep.

Use the Sampler to get comfortable with the computer-based format of the tests. Then, use this Guide to become familiar with the description and content of each exam you’re interested in taking. This Guide contains sample questions and an answer key for each exam, as well as in-depth information about how to decide which exams to take, how to prepare to take those exams, and how to interpret your scores.
Preparing to Take CLEP Examinations

Having made the decision to take one or more CLEP exams, most people then want to know how to prepare for them — how much, how long, when, and how should they go about it? The precise answers to these questions vary greatly from individual to individual. However, most candidates find that some type of test preparation is helpful.

Most people who take CLEP exams do so to show that they have already learned the key material taught in a college course. Many of them need only a quick review to assure themselves that they have not forgotten what they once studied, and to fill in some of the gaps in their knowledge of the subject. Others feel that they need a thorough review and spend several weeks studying for an exam. Some people take a CLEP exam as a kind of “final exam” for independent study of a subject. This last group requires significantly more study than do those who only need to review, and they may need some guidance from professors of the subjects they are studying.

The key to how you prepare for CLEP exams often lies in locating those skills and areas of prior learning in which you are strongest and deciding where to focus your energies. Some people may know a great deal about a certain subject area but may not test well. These individuals would probably be just as concerned about strengthening their test-taking skills as they would about studying for a specific test. Many mental and physical skills are required in preparing for a test. It is important not only to review or study for the exams but also to make certain that you are alert, relatively free of anxiety, and aware of how to approach standardized tests. Suggestions about developing test-taking skills and preparing psychologically and physically for a test are given in this chapter. The following section suggests ways of assessing your knowledge of the content of an exam and then reviewing and studying the material.

Using the Examination Guides

Each exam guide includes an outline of the knowledge and skills covered by the test, sample questions similar to those that appear on the exam, and tips for preparing to take the exam.

You may also choose to contact a college in your area that offers a course with content comparable to that on the CLEP exam you want to take, or read the suggested resources for each exam on www.collegeboard.org/clepprep. If possible, use the textbook and other materials required for that course to help you prepare. To get this information, check the college’s catalog for a list of courses offered. Then call the admissions office, explain what subject you’re interested in, and ask who in that academic department you can contact for specific information on textbooks and other study resources to use. You might also be able to find the course syllabus, which will list course materials and assignments, online at the college’s website. Be sure that the college you’re interested in gives credit for the CLEP exam for which you’re preparing.

Begin by carefully reading the test description and outline of knowledge and skills required for the exam in the exam guide. As you read through the topics listed, ask yourself how much you know about each one.
Also note the terms, names and symbols that are mentioned, and ask yourself whether you are familiar with them. This will give you a quick overview of how much you know about the subject. If you are familiar with nearly all the material, you will probably need a minimum of review; however, if topics and terms are unfamiliar, you will probably require substantial study to do well on the exam.

If, after reviewing the test description provided in the exam guide, you find that you need extensive review, put off answering the sample questions until you have done some reading in the subject. If you complete them before reviewing the material, you will probably look for the answers as you study, and this will not be a good assessment of your ability at a later date. Do not refer to the sample questions as you prepare for the exam. The sample questions are representative of the types of questions you will find on a CLEP exam, but none of the questions will actually appear on an exam, so concentrating on them without broader study of the subject won’t help you.

If you think you are familiar with most of the test material, try to answer the sample questions, checking your responses against the answer key. Use the test-taking strategies described in the next chapter.
Assessing Your Readiness for a CLEP Examination

Select Exam Title

Read Exam Description and Knowledge and Skills Required

Understand Terms

Do Not Understand Terms

Try Sample Questions

Most Sample Questions Answered Correctly

Difficulty Answering Sample Questions

Take CLEP Examination

Review Study Materials Suggested at www.collegeboard.com/clepprep
Suggestions for Studying

The following suggestions have been gathered from people who have prepared for CLEP exams or other college-level tests.

1. Use CLEP tutorials.

Make sure you are familiar with the computer-based format of the CLEP exams. Use the CLEP Sampler, which can be downloaded from the CLEP website, to familiarize yourself with CLEP testing software before taking the test. If you are not comfortable using a computer, you can practice the necessary pointing, clicking and scrolling skills by working with the Sampler. You’ll also be able to practice using the testing tools that will help you navigate throughout the test, and you’ll see the types of questions you’ll be required to answer.

If you don’t have access to a computer, check with the library or test center at the school where you’ll be testing. Many CLEP test centers and college libraries will have the Sampler installed on computers in public areas, so you’ll be able to practice and review before your test date. The tutorials are also part of the testing software, and you’ll be able to work through them before you begin your test. Check with the test center to see how much time will be allotted for your testing appointment; then you can determine how much time you might need to spend on the tutorials.

Remember, if you want to review content covered by each examination, Chapter VII of this Study Guide contains a complete exam description — including a content outline, a description of the knowledge and skills required to do well, and sample questions — for each subject. An answer key for each subject is also included. However, the Study Guide is not intended to replace a textbook. Additional study may be required.

2. Define your goals and locate study materials.

Once you’ve determined how much preparation you’ll need to do, you’ll need to define your study goals. Set aside a block of time to review the exam guides provided in this book, and then decide which exam(s) you will take. Using the guidelines for knowledge and skills required, locate suitable resource materials. If a preparation course is offered by an adult school or college in your area, you might find it helpful to enroll. (You should be aware, however, that such courses are not authorized or sponsored by the College Board. The College Board has no responsibility for the content of these courses, nor are they responsible for books on preparing for CLEP exams that have been published by other organizations.) If you know others who have taken CLEP exams, ask them how they prepared.

You may want to get a copy of a syllabus for the college course that is comparable to the CLEP exam(s) you plan to take. You can also ask the appropriate professor at the school you’ll be attending, or check his or her website, for a reading list. Use the syllabus, course materials and/or reading list as a guide for selecting textbooks and study materials. You may purchase these or check them out of your local library. Some websites offer course materials and lectures online; these can be an excellent resource. Examples of these include:

- MIT OpenCourseWare (http://ocw.mit.edu),
- Carnegie Mellon’s Open Learning Initiative (http://www.cmu.edu/oli/),
- and the National Repository of Online Courses (http://www.montereyinstitute.edu/nroc).

Most of this material is offered for free. Educational websites, like those offered by PBS
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(www.pbs.org) or the National Geographic Society (www.nationalgeographic.com), can be helpful as well. You can also find a list of suggested textbooks and online resources for each CLEP exam at www.collegeboard.org/clepprep.

Check with your librarian about locating study aids relevant to the exams you plan to take. These supplementary materials may include videos or DVDs made by education-oriented companies and organizations, language tapes and computer software. And don’t forget that what you do with your leisure time can be very educational, whether it’s surfing current-events websites, watching a PBS series, reading a financial newsletter, or attending a play.

3. Find a good place to study.

To determine what kind of place you need for studying, ask yourself the following questions: Do I need a quiet place? Does the telephone distract me? Do objects I see in this place remind me of things I should do? Is it too warm? Is it well lit? Am I too comfortable here? Do I have space to spread out my materials? You may find the library more conducive to studying than your home. If you decide to study at home or in your dorm, you might prevent interruptions by other household members by putting a sign on the door of your study room to indicate when you will be available.

4. Schedule time to study.

To help you determine where studying best fits into your schedule, try this exercise: Make a list of your daily activities (for example, sleeping, working, eating, attending class, sports or exercise) and estimate how many hours a day you spend on each activity. Now, rate all the activities on your list in order of their importance and evaluate your use of time. Often people are astonished at how an average day appears from this perspective. You may discover that your time can be scheduled in alternative ways. For example, you could remove the least important activities from your day and devote that time to studying or to another important activity.

5. Establish a study routine and a set of goals.

To study effectively, you should establish specific goals and a schedule for accomplishing them. Some people find it helpful to write out a weekly schedule and cross out each study period when it is completed. Others maintain their concentration better by writing down the time when they expect to complete a study task. Most people find short periods of intense study more productive than long stretches of time. For example, they may follow a regular schedule of several 20- or 30-minute study periods with short breaks between them. Some people like to allow themselves rewards as they complete each study goal. It is not essential that you accomplish every goal exactly within your schedule; the point is to be committed to your task.

6. Learn how to take an active role in studying.

If you have not done much studying for some time, you may find it difficult to concentrate at first. Try a method of studying, such as the one outlined below and on the next page, that will help you concentrate on and remember what you read.

a. First, read the chapter summary and the introduction so you will know what to look for in your reading.
PREPARING TO TAKE CLEP EXAMINATIONS

b. Next, convert the section or paragraph headlines into questions. For example, if you are reading a section entitled “The Causes of the American Revolution,” ask yourself, “What were the causes of the American Revolution?” Compose the answer as you read the paragraph. Reading and answering questions aloud will help you understand and remember the material.

c. Take notes on key ideas or concepts as you read. Writing will also help you fix concepts more firmly in your mind. Underlining key ideas or writing notes in your book can be helpful and will be useful for review. Underline only important points. If you underline more than a third of each paragraph, you are probably underlining too much.

d. If there are questions or problems at the end of a chapter, answer or solve them on paper as if you were asked to do them for homework. Mathematics textbooks (and some other books) sometimes include answers to some or all of the exercises. If you have such a book, write your answers before looking at the ones given. When problem solving is involved, work enough problems to master the required methods and concepts. If you have difficulty with problems, review any sample problems or explanations in the chapter.

e. To retain knowledge, most people have to review the material periodically. If you are preparing for an exam over an extended period of time, review key concepts and notes each week or so. Do not wait for weeks to review the material or you will need to relearn much of it.

Psychological and Physical Preparation

Most people feel at least some nervousness before taking a test. Adults who are returning to college may not have taken tests in many years, or they may have had little experience with standardized tests. Some younger students, as well, are uncomfortable with testing situations. People who received their education in countries outside the United States may find that many tests given in this country are quite different from the ones they are accustomed to taking.

Not only might candidates find the types of tests and questions unfamiliar, but other aspects of the testing environment may be strange as well. The physical and mental stress that results from meeting this new experience can hinder a candidate’s ability to demonstrate his or her true degree of knowledge in the subject area being tested. For this reason, it is important to go to the test center well prepared, both mentally and physically, for taking the test. You may find the following suggestions helpful.

1. Familiarize yourself as much as possible with the test and the test situation before the day of the exam. It will be helpful for you to know ahead of time:

   a. how much time will be allowed for the test and whether there are timed subsections. (This information is included in the examination guides and in the CLEP Sampler.)

   b. what types of questions and directions appear on the exam. (See the examination guides.)

   c. how your test score will be computed.

   d. in which building and room the exam will be administered. If you don’t know where the building is, get directions ahead of time.

   e. the time of the test administration. You may wish to confirm this information a day or two before the exam.
exam and find out what time the building and room will be open so that you can plan to arrive early.

f. where to park your car and whether you will need a parking permit or, if you will be taking public transportation, which bus or train to take and the location of the nearest stop.

g. whether there will be a break between exams (if you will be taking more than one on the same day), and whether there is a place nearby where you can get something to eat or drink.

2. Be relaxed and alert while you are taking the exam.

a. Get a good night’s sleep. Last-minute cramming, particularly late the night before, is usually counterproductive.

b. Eat normally. It is usually not wise to skip breakfast or lunch on the day you take the exam or to eat a big meal just before testing.

c. Avoid tranquilizers and stimulants. If you follow the other directions in this book, you won’t need artificial aids. It’s better to be a little tense than to be drowsy, but stimulants such as coffee and cola can make you nervous and interfere with your concentration.

d. Don’t drink a lot of liquids before taking the exam. Leaving to use the restroom during testing will disturb your concentration and reduce the time you have to complete the exam.

e. If you are inclined to be nervous or tense, learn some relaxation exercises and use them to prepare for the exam.

3. On the day of the exam, remember to do the following.

a. Arrive early enough so that you can find a parking place, locate the test center, and get settled comfortably before testing begins. Allow some extra time in case you are delayed unexpectedly.

b. Take the following with you:

- any registration forms or printouts required by the test center. Make sure you have filled out all necessary paperwork in advance of your testing date.

- your driver’s license, passport or other government-issued identification that includes your photograph and signature, as well as a secondary form of ID that includes a photo and/or your signature, such as a student ID, military ID, Social Security card or credit card. You will be asked to show this identification to be admitted to the testing area.

- a valid credit card to pay the $80 examination fee. (This fee is subject to change.) Although a credit card is the preferred method of payment, you can also pay by check or money order (payable to the College-Level Examination Program). Your test center may require an additional administration fee. Contact the test center to determine the amount and the method of payment.

- two pencils with good erasers. You may need a pencil for writing an outline or figuring out math problems. Mechanical pencils are prohibited in the testing room.

- your glasses if you need them for reading or seeing the chalkboard or wall clock.

c. Leave all books, papers and notes outside the test center. You will not be permitted to use your own scratch paper; it will be provided by the test center.
d. Do not take a calculator to the exam. If a calculator is required, it will be built into the testing software and available to you on the computer. The CLEP Sampler and the pretest tutorials will show you how to use that feature. For some exams, a sample calculator is available for download via the CLEP website.

e. Do not bring a cell phone or other electronic devices into the testing room.

f. Be prepared to adjust to an uncomfortable temperature in the testing room. Wear layers of clothing that can be removed if the room is too hot but that will keep you warm if it is too cold.

4. When you enter the test room:

a. You will be assigned to a computer testing station. If you have special needs, be sure to communicate them to the test center administrator before the day you test.

b. Read directions carefully and listen to all instructions given by the test administrator. If you don’t understand the directions, ask for help before test timing begins. If you must ask a question after testing has begun, raise your hand and a proctor will assist you. The proctor can answer certain kinds of questions but cannot help you with the exam.

c. Know your rights as a test-taker. You can expect to be given the full working time allowed for taking the exam and a reasonably quiet and comfortable place in which to work. If a poor testing situation is preventing you from doing your best, ask whether the situation can be remedied. If it can’t, ask the test administrator to report the problem on an Electronic Irregularity Report that will be submitted with your test results. You may also wish to immediately write a letter to CLEP, P.O. Box 6656, Princeton, NJ 08541-6656. Describe the exact circumstances as completely as you can. Be sure to include the name of the test center, the test date and the name(s) of the exam(s) you took.

Arrangements for Students with Disabilities

CLEP is committed to working with test-takers with disabilities. If you have a learning or physical disability that would prevent you from taking a CLEP exam under standard conditions, you may request special accommodations and arrangements to take it on a regularly scheduled test date or at a special administration. Contact a CLEP test center prior to registration about testing accommodations and to ensure the accommodation you are requesting is available. Each test center sets its own guidelines in terms of deadlines for submission of documentation and approval of accommodations. Only students with documented hearing, learning, physical or visual disabilities are eligible to receive testing accommodations. Also, it is important to ensure that you are taking the exam(s) with accommodations that are approved by your score recipient institution.

Testing accommodations that may be provided with appropriate disability documentation include:

- ZoomText (screen magnification)
- Modifiable screen colors
- Scripts for the listening sections of the language exams
- Use of a reader or amanuensis or sign language interpreter
- Extended time
- Untimed rest breaks
Taking the Examinations

A person may know a great deal about the subject being tested but not be able to demonstrate it on the exam. Knowing how to approach an exam is an important part of the testing process. While a command of test-taking skills cannot substitute for knowledge of the subject matter, it can be a significant factor in successful testing.

Test-taking skills enable a person to use all available information to earn a score that truly reflects his or her ability. There are different strategies for approaching different kinds of exam questions. For example, free-response and multiple-choice questions require very different approaches. Other factors, such as how the exam will be graded, may also influence your approach to the exam and your use of test time. Thus, your preparation for an exam should include finding out all you can about the exam so you can use the most effective test-taking strategies.

Taking CLEP Exams

1. Listen carefully to any instructions given by the test administrator and read the on-screen instructions before you begin to answer the questions.

2. Keep an eye on the clock and the timing that is built into the testing software. You have the option of turning the clock on or off at any time. As you proceed, make sure that you are not working too slowly. You should have answered at least half the questions in a section when half the time for that section has passed.

3. Before answering a question, read the entire question, including all the answer choices. Instructions usually tell you to select the “best” answer. Sometimes one answer choice is partially correct but another option is better, so it’s a good idea to read all the answers even if the first or second choice looks correct to you.

4. Read and consider every question. Questions that look complicated at first glance may not actually be so difficult once you have read them carefully.

5. Do not spend too much time on any one question. If you don’t know the answer after you’ve considered it briefly, go on to the next question. Mark that question using the mark tool at the bottom of the screen, and go back to review the question later, if you have time.
6. Watch for the following key words in test questions:

- all
- generally
- never
- perhaps
- always
- however
- none
- rarely
- but
- may
- not
- seldom
- except
- must
- often
- sometimes
- every
- necessary
- only
- usually

When a question or answer option contains words such as “always,” “every,” “only,” “never” and “none,” there can be no exceptions to the answer you choose. Use of words such as “often,” “rarely,” “sometimes” and “generally” indicates that there may be some exceptions to the answer.

7. Make educated guesses. There is no penalty for incorrect answers. Therefore, you should guess even if you do not know an answer. If you have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved.

8. Do not waste your time looking for clues to right answers based on flaws in question wording or patterns in correct answers. CLEP puts a great deal of effort into developing valid, reliable and fair exams. CLEP test development committees are composed of college faculty who are experts in the subjects covered by the exams and are appointed by the College Board to write test questions and to scrutinize each question that is included on a CLEP exam. They make every effort to ensure that the questions are not ambiguous, that they have only one correct answer, and that they cover college-level topics. These committees do not intentionally include “trick” questions. If you think a question is flawed, ask the test administrator to report it, or write immediately to CLEP Test Development, P.O. Box 6600, Princeton, NJ 08541-6600. Include the name of the exam and test center, the exam date, and the number of the exam question. All such inquiries are investigated by test development professionals.
Answering Essay Questions

The College Composition exam is the only CLEP exam that includes two mandatory essays. Both the multiple-choice section and the essay section of the exam are administered on the computer. You are required to type your essays using a format similar to word processing.

The essays for the College Composition exam will be graded by English professors from a variety of colleges and universities who are trained by CLEP. A process called holistic scoring is used to rate your writing abilities. This process is explained in the examination guide for College Composition, which also includes graded sample essays and essay questions.

Four other CLEP exams have optional essays. Some colleges or universities may require you to take one of these optional essays as part of the American Literature, Analyzing and Interpreting Literature, English Literature or College Composition Modular exam. There is an additional fee of $10 for each of the optional essays, payable to the institution that administers the exam. These essays are administered on paper and are graded by the faculty of the institution that grants the credit. Therefore, you may find it helpful to talk with someone at your college to find out what criteria will be used to determine whether you will get credit. Ask how much emphasis will be placed on your writing ability and your ability to organize your thoughts, as opposed to your knowledge of the subject matter. Find out how much weight will be given to your multiple-choice test score in comparison with your free-response grade in determining whether you will get credit. This will give you an idea of where you should expend the greatest effort in preparing for and taking the exam.

Here are some strategies you will find useful in taking any essay exam:

1. Before you begin to respond, read all the questions carefully and take a few minutes to jot down some ideas or create an outline. Scratch paper will be provided at the test center.
2. If you are given a choice of questions to answer, choose the questions that you think you can answer most clearly and knowledgeably.
3. Determine the order in which you will answer the questions. First, answer those you find the easiest so you can spend any extra time on the questions you find more difficult.
4. When you know which questions you will answer and in what order, determine how much testing time remains and estimate how many minutes you will devote to each question. Unless suggested times are given for the questions, try to allot an equal amount of time for each question.
5. Before answering each question, read it again carefully to make sure you are interpreting it correctly. Pay attention to key words, such as those listed below, that often appear in free-response questions. Be sure you know the exact meaning of these words before taking the exam.

<table>
<thead>
<tr>
<th>analyze</th>
<th>demonstrate</th>
<th>enumerate</th>
<th>list</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply</td>
<td>derive</td>
<td>explain</td>
<td>outline</td>
</tr>
<tr>
<td>assess</td>
<td>describe</td>
<td>generalize</td>
<td>prove</td>
</tr>
<tr>
<td>compare</td>
<td>determine</td>
<td>illustrate</td>
<td>rank</td>
</tr>
<tr>
<td>contrast</td>
<td>discuss</td>
<td>interpret</td>
<td>show</td>
</tr>
<tr>
<td>define</td>
<td>distinguish</td>
<td>justify</td>
<td>summarize</td>
</tr>
</tbody>
</table>

If a question asks you to “outline,” “define” or “summarize,” do not write a detailed explanation; if a question asks you to “analyze,” “explain,” “illustrate,” “interpret” or “show,” you must do more than briefly describe the topic.
Interpreting Your Scores

CLEP score requirements for awarding credit vary from institution to institution. The College Board, however, recommends that colleges refer to the standards set by the American Council on Education (ACE). All ACE recommendations are the result of careful and periodic review by evaluation teams made up of faculty who are subject-matter experts and technical experts in testing and measurement. To determine whether you are eligible for credit for your CLEP scores, you should refer to the policy of the college you will be attending. The policy will state the score that is required to earn credit at that institution. Many colleges award credit at the score levels recommended by ACE. However, some require scores that are higher or lower than these.

Your exam score will be printed for you at the test center immediately upon completion of the examination, unless you took College Composition. For this exam, you will receive your score three to four weeks after the exam date. Your CLEP exam scores are reported only to you, unless you ask to have them sent elsewhere. If you want your scores sent to a college, employer or certifying agency, you must select this option through the examination software. This service is free only if you select your score recipient at the time you test. A fee will be charged for each score recipient you select at a later date. Your scores are kept on file for 20 years. For a fee, you can request a transcript at a later date.

The pamphlet What Your CLEP Score Means, which you will receive with your exam score, gives detailed information about interpreting your scores. A copy of the pamphlet is in the appendix of this Guide. A brief explanation appears below.

How CLEP Scores Are Computed

In order to reach a total score on your exam, two calculations are performed.

First, your “raw score” is calculated. This is the number of questions you answer correctly. Your raw score is increased by one point for each question you answer correctly, and no points are gained or lost when you do not answer a question or answer it incorrectly.

Second, your raw score is converted into a “scaled score” by a statistical process called equating. Equating maintains the consistency of standards for test scores over time by adjusting for slight differences in difficulty between test forms. This ensures that your score does not depend on the specific test form you took or how well others did on the same form. Your raw score is converted to a scaled score that ranges from 20, the lowest, to 80, the highest. The final scaled score is the score that appears on your score report.

How Essays Are Graded

The College Board安排s for college English professors to grade the essays written for the College Composition exam. These carefully selected college faculty consultants teach at two- and four-year institutions nationwide. The faculty consultants receive extensive training and thoroughly review the College Board scoring policies and procedures before grading the essays. Each essay is read and graded
INTERPRETING YOUR SCORES

by two professors, the sum of the two grades for each essay is combined with the multiple-choice score, and the result is reported as a scaled score between 20 and 80. Although the format of the two sections is very different, both measure skills required for expository writing. Knowledge of formal grammar, sentence structure and organizational skills are necessary for the multiple-choice section, but the emphasis in the free-response section is on writing skills rather than grammar.

Optional essays for CLEP composition and literature examinations are evaluated and graded by the colleges that require them, rather than by the College Board. If you take an optional essay, it will be sent with a copy of your score report (which includes only the results of your multiple-choice test) to the institution you designate when you take the test.

You may opt not to have your score sent to a college until after you have seen it. In this case, your essay can still be sent to the college of your choice as long as you request a transcript within 18 months after you take the exam. Copies of essays are not held beyond 18 months or after they have been sent to an institution.
Spanish Language

Description of the Examination

The Spanish Language examination is designed to measure knowledge and ability equivalent to that of students who have completed two to four semesters of college Spanish language study. The exam focuses on skills typically achieved from the end of the first year through the second year of college study; material taught during both years is incorporated into a single exam.

The examination contains approximately 121 questions to be answered in approximately 90 minutes. Some of these are pretest questions that will not be scored. There are three separately timed sections. The three sections are weighted so that each question contributes equally to the total score. Any time candidates spend on tutorials or providing personal information is in addition to the actual testing time.

There are two Listening sections and one Reading section. Each section has its own timing requirements.

- The two Listening sections together are approximately 30 minutes in length. The amount of time candidates have to answer a question varies according to the section and does not include the time they spend listening to the test material.
- The Reading section is 60 minutes in length.

Most colleges that award credit for the Spanish Language exam award either two or four semesters of credit, depending on the candidate’s test scores.

Knowledge and Skills Required

Questions on the Spanish Language examination require candidates to comprehend written and spoken Spanish. The subject matter is drawn from the following abilities. The percentages next to the main topics indicate the approximate percentage of exam questions on that ability.

15% **Section I:**
**Listening: Rejoinders**
Listening comprehension through short oral exchanges

25% **Section II:**
**Listening: Dialogues and Narratives**
Listening comprehension through longer spoken selections

60% **Section III:**
**Reading**
- 16% Part A: Discrete sentences (vocabulary and structure)
- 20% Part B: Short cloze passages (vocabulary and structure)
- 24% Part C: Reading passages and authentic stimulus materials (reading comprehension)
Sample Test Questions

The following sample questions do not appear on an actual CLEP examination. They are intended to give potential test-takers an indication of the format and difficulty level of the examination and to provide content for practice and review. Knowing the correct answers to all of the sample questions is not a guarantee of satisfactory performance on the exam.

In addition to samples of each question type are sample computer screens showing how the directions and questions will appear to the candidate taking the test. For listening items, the script of the recording normally played by the computer appears here as italicized text.

Listening Directions: This part of the test measures your ability to understand spoken Spanish.

There are two sections in this part of the test, with special directions for each section.

The two listening sections of the test total approximately 30 minutes in length. The amount of time you have to answer a question varies according to the section and does not include the time you spend listening to the test material. Timing begins after the Section Directions are dismissed.

You can change the volume by using the Volume testing tool.

The audio portions of the Listening sections of the test will be presented only one time.

Section I Directions: You will hear short conversations or parts of conversations. You will then hear four responses, designated (A), (B), (C), and (D).

After you hear the four responses, click on the lettered response oval that most logically continues or completes the conversation.

You will have 10 seconds to choose your response before the next conversation begins.

1. (WOMAN A) ¿Cómo está Ud. Señora Gómez?
   (WOMAN B) (A) Hace frío.
                (B) Bastante bien, gracias.
                (C) Mañana a las ocho.
                (D) Sí, por favor.

2. (MAN A) ¿Cómo vino Julio?
   (WOMAN A) (A) Yo como con vino.
              (B) El vino no está bueno.
              (C) Vino en coche.
              (D) Vino en julio.

3. (MAN A) ¿Quién llamó anoche?
   (WOMAN A) (A) No sé quién va.
              (B) Yo llamo después.
              (C) Viene esta noche.
              (D) Fue mi primo Luis.
4. (WOMAN A) ¿Qué están poniendo dentro del cajón?

(MAN A) (A) Está muy bien puesto.
(B) Compraron las estampillas.
(C) Lo están llenando con cartas.
(D) Están trabajando en el sótano.

5. (MAN A) ¿Si sigo esta calle llego a la Avenida Bolívar?

(WOMAN A) (A) Bolívar fue el libertador de Venezuela.
(B) Pues sí, es un señor hecho y derecho.
(C) No señor, conduce al Paseo de la República.
(D) Si tu mamá te lo permite, te lo consentiré.

6. (WOMAN A) Mozo, ¿cuánto le debo?

(MAN A) (A) Ahora mismo le subo las maletas, señora.
(B) Ud. debe marcharse en seguida.
(C) Enseguida le traigo la cuenta.
(D) ¿Cuántos cree usted que hay aquí?

7. (MAN A) ¿Dónde trabaja tu hermano Raúl?

(WOMAN A) (A) Es empleado en una escuela.
(B) Su horario es de ocho a dos.
(C) Quiere comprarse un coche nuevo.
(D) Le gusta mucho lo que hace.

8. (WOMAN A) ¿Por qué compraste tantas naranjas?

(MAN A) (A) Las compré en el supermercado ayer.
(B) Me gusta la mermelada de fresa.
(C) Voy a hacer jugo para el desayuno.
(D) Tengo demasiadas naranjas en casa.

9. (MAN A) ¿Dónde se puede encontrar información sobre la producción del azúcar?

(WOMAN A) (A) Se cultiva en las regiones tropicales.
(B) Se encuentra en Internet.
(C) Se encuentra en numerosas recetas.
(D) Se echa al café.

10. (WOMAN A) ¿A qué hora vamos a salir?

(MAN A) (A) Ya se fueron.
(B) Son las tres en punto.
(C) Siempre vamos a la playa.
(D) Saldremos después del almuerzo.

Section II Directions: You will hear a series of selections, such as dialogues, announcements, and narratives. Each audio selection is accompanied by a graphic or a picture. Each selection is followed by one or more questions. You will have a total of 12 minutes to answer the questions in this section. Note: The timer is activated only when you are answering questions. The questions have various formats. Some questions offer four possible responses, each with an oval to click to indicate your answer. Other questions ask you to select part of a graphic, fill out a table, or put a list in the correct order; for some of these questions, you will have to click in more than one place to complete your response. For these questions, follow the specific directions given.
In this section, you may adjust the volume only when a question is on your screen. It will affect the volume of the next audio prompt you hear. **You cannot change the volume while the audio prompt is playing.**

(NARRATOR) **En el aeropuerto.**

(MAN A) **Señorita, ¿ya salió el vuelo 45 para Quito?**

(WOMAN A) **Sí señor, acaba de salir.**

(MAN A) **¿Qué lástima! ¿Y cuándo es el próximo vuelo? Tengo necesidad de llegar a Quito esta noche.**

(WOMAN A) **Lo siento mucho, señor, pero no hay vuelos a Quito de noche. El próximo sale a las siete de la mañana y llega a Quito a las nueve.**

11. **¿Cuándo llegará el señor a Quito?**

   (A) Esa noche
   (B) Dentro de dos horas
   (C) Al día siguiente
   (D) La semana próxima

(NARRATOR) **Escuchen esta conversación entre amigos.**

(WOMAN A) **Oye, Ricardo, espéranos. ¿Adónde vas con tanta prisa?**

(MAN A) **Me muero de hambre, Ana. Después de un examen tan difícil, voy corriendo para la cafetería. ¿Y tú?**

(WOMAN A) **Pues, yo te acompaño, Ricardo. Quiero tomar un refresco, por lo menos.**

12. **¿Por qué tiene prisa Ricardo?**

   (A) Quiere comer.
   (B) Quiere ir al cine.
   (C) Quiere correr.
   (D) Quiere charlar con Ana.

13. **¿Qué va a hacer Ana?**

   (A) Va a la cafetería también.
   (B) Vuelve a la residencia.
   (C) Come mucho.
   (D) Va a otra clase.
16. A la narradora, ¿qué es lo que más le gusta de Barcelona?
(A) Los museos
(B) Los restaurantes
(C) La orquesta sinfónica
(D) Los edificios

17. ¿Qué es lo peor de la ciudad?
(A) La ópera
(B) El ruido
(C) Las tiendas
(D) La playa

18. ¿Quiénes hablan?
(A) Un profesor y su alumna
(B) Un vendedor y su cliente
(C) Un abogado y la acusada
(D) Un cartero y su jefe
(NARRATOR) Dos estudiantes hablan.

(WOMAN A) Paco, ¿qué te parecieron esos ensayos de la tarea? ¿Crees que los hiciste bien?

(MAN A) No sé, Alicia. Estudié con Pedro y con Carmen, repasé mis apuntes, releí capítulos enteros, pero no llegué a contestar todas las preguntas.

(WOMAN A) Yo tampoco. No tuvimos suficiente tiempo para terminar, y estoy muy preocupada.

(MAN A) ¿No crees que tal vez deberíamos ir a ver al profesor a ver si nos da más tiempo?

(WOMAN A) Bueno, podemos intentarlo, pero me parece que nos dirá que no.

(MAN A) De todos modos debemos ir a verlo pues... ¿quién sabe lo que pueda pasar...? ¿De acuerdo?

(WOMAN A) De acuerdo. Acudamos a sus horas de oficina mañana a las diez.

19. ¿Qué hizo el hombre para preparar su tarea?

(A) Asistió a una conferencia.
(B) Repasó con otros compañeros de clase.
(C) Buscó información en la biblioteca.
(D) Compró un libro de referencia.

20. La mujer está muy preocupada porque no tuvo suficiente tiempo para

(A) repasar el libro
(B) completar sus respuestas
(C) consultar con el profesor
(D) estudiar con sus compañeros

21. Los estudiantes van a pedirle al profesor que les

(A) dé otra oportunidad
(B) suba la nota
(C) clarifique sus dudas
(D) cambie de clase

Some questions require you to select cells in a table grid. The question based on the next listening selection is an example of this type of question.

(NARRATOR) Hablan dos jóvenes.

(WOMAN A) Oigan chicos, ¡hay papas fritas en la cafetería!

(MAN A) ¡Qué rico! A mí me encantan las papas fritas con hamburguesa.

(WOMAN A) ¿Sí? Yo las prefiero con pollo.

(MAN A) Sabes, cuando fui a Londres, comí pescado con papas fritas.

(WOMAN A) ¿Pescado?

(MAN A) Sí, pescado frito con papas fritas es una de las comidas favoritas allá.

(WOMAN A) Me alegro de que no estemos en Londres, porque esa combinación me parece algo rara.
(MAN A) Pues en Londres es la comida rápida más común. ¡Ojalá la tuviéramos aquí! Pero pediré papas fritas con una hamburguesa.

(WOMAN A) Bueno, y yo con pollo frito.

To choose your answers to this type of question, you will click on the cells in the table grid.

22. ¿Qué van a pedir el muchacho y la muchacha para comer?

<table>
<thead>
<tr>
<th></th>
<th>El Muchacho</th>
<th>La Muchacha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburguesa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papas fritas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pescado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pollo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. ¿Quién sugirió que el niño fuera al consultorio?
   (A) La enfermera
   (B) El padre
   (C) El doctor
   (D) La madre

24. ¿Qué le recomendó el médico al niño?
   (A) Beber muchos líquidos
   (B) Quedarse en cama
   (C) Tomar medicamento
   (D) Comer galletas

Section III Reading Directions: This section measures your ability to read Spanish.

There are three parts in this section, with special directions for each part.

The Reading section is approximately 60 minutes in length.
**Part A Directions:** Each incomplete statement is followed by four suggested completions. Select the one that is best in each case by clicking on the corresponding oval.

25. Dudo que ------- terminar el capítulo.
   (A) pudo
   (B) puedo
   (C) podía
   (D) pueda

26. Él se enfadó y yo no ------- dije nada.
   (A) se
   (B) le
   (C) lo
   (D) la

27. Mi padre me mandó devolver el libro a la ------- antes de que se venciera el plazo.
   (A) biblioteca
   (B) revista
   (C) página
   (D) publicidad

28. Entré en la casa sin que nadie se ------- cuenta.
   (A) da
   (B) dio
   (C) diera
   (D) daba

29. ¿Qué programa vamos a mirar esta noche? Prefiero ------- que sea alegre.
   (A) uno
   (B) un
   (C) una
   (D) alguna

30. Los señores Gómez viajan ------- por América Central.
   (A) a más tardar
   (B) a lo largo
   (C) a la orden
   (D) a menudo

31. Dicen que una de las gemelas es tan buena guitarrista ------- la otra.
   (A) que
   (B) como
   (C) de
   (D) tan

32. Era la medianoche y Susana ------- no había terminado su tarea.
   (A) ya
   (B) pero
   (C) cuando
   (D) todavía

33. A todos los profesores de esta facultad nos molesta mucho que los estudiantes no ------- a tiempo.
   (A) llegues
   (B) llegue
   (C) lleguen
   (D) lleguemos
34. Tengo que ir a la joyería para recoger -------.
   (A) la corbata
   (B) el chaleco
   (C) el arpa
   (D) la sortija

35. La tarea de matemáticas era -------, pero Amalia me ayudó a entenderla.
   (A) compuesta
   (B) complacida
   (C) complicada
   (D) comprometida

36. Juan ------- que sus padres le compraran una motocicleta.
   (A) esperará
   (B) espera
   (C) está esperando
   (D) esperaba

37. Es dudoso que Hernán Cortés ------- a los aztecas sin la ayuda de los guerreros de tribus enemigas.
   (A) ha derrotado
   (B) derrotaba
   (C) derrotó
   (D) hubiera derrotado

38. ¿Cuál es tu ------- favorita? ¿El verano o invierno?
   (A) posición
   (B) estación
   (C) actividad
   (D) tempestad

39. El autobús pasa por la esquina doce ------- al día.
   (A) rutas
   (B) veces
   (C) ratos
   (D) tiempos

Part B Directions: In each of the following paragraphs, there are blanks indicating that words or phrases have been omitted. When a blank is shaded, four completions are provided.

First, read through the entire paragraph. Then, for each blank, choose the completion that is most appropriate, given the context of the entire paragraph. Click on the corresponding entire oval.

El chocolate comenzó siendo una bebida de ricos pero ------- se popularizó. En el Madrid del siglo XVII era tan popular que no había calle ------- uno, dos o tres puestos donde se hacía y ------- el chocolate. En la España de hoy, estos puestos han sido ------- por chocolaterías. Las chocolaterías, que pueden encontrarse en casi todas las ciudades españolas, son locales que sirven de manera casi exclusiva chocolate a la taza.

40. (A) tarde
    (B) pronto
    (C) antes
    (D) aun

41. (A) para
    (B) con
    (C) por
    (D) sin
42. (A) vendía
   (B) vendo
   (C) vender
   (D) vendió

43. (A) ordenados
   (B) sustituidos
   (C) arreglados
   (D) olvidados

Nunca voy a olvidar la fiesta de Año Nuevo que pasé en Lima hace unos años. Yo estaba viviendo en un barrio muy popular, y ahí, además de las fiestas, la gente tiene (44) de hacer fuegos en las calles. Antes han armado muñecos con ropas viejas, periódicos, pedazos de madera y cualquier objeto inervible. Cuando se anuncia el nuevo año, se prende fuego a esos muñecos, mientras la gente se (45) celebrando el Año Nuevo. Para mí fue una visión muy extraña ver todas esas cosas ardiendo en medio de la calle. Las personas actúan con bastante cuidado, felizmente, y no (46) de incendios. Al día siguiente la gente recoge toda la basura y limpia la calle, para que el año (47) bien.

44. (A) el antepasado
   (B) la tradición
   (C) las reglas
   (D) el costado

45. (A) abraza y sigue
   (B) abrazaban y seguían
   (C) abrazaba y seguía
   (D) abrazan y siguen

46. (A) supe
   (B) conocí
   (C) comprendí
   (D) aprendí

47. (A) comienza
   (B) comience
   (C) comenzar
   (D) comenzó

Había una vez un hombre que (48) en Buenos Aires, y estaba muy (49) porque era un hombre sano y trabajador. Pero un día se enfermó, y los médicos de la clínica le dijeron que solamente yéndose al campo podría curarse.

Sin embargo, él no quería (50), porque toda su familia residía en la ciudad.

48. (A) vivíamos
   (B) vivían
   (C) vivía
   (D) vivías

49. (A) contenta
   (B) contento
   (C) contentos
   (D) contentas

50. (A) vestirse
   (B) mudarse
   (C) sentarse
   (D) broncearse
Todo el mundo conoce la guitarra, ya sea la clásica española como la que tocó Paco de Lucía o la guitarra eléctrica que utilizan los músicos de rock. Pero pocos conocen su historia. De hecho la palabra “guitarra” se usa para hablar de una serie de instrumentos que aparecieron en Europa a principios del siglo XII y que provenían de otros instrumentos que existían en Asia e India. Al llegar los europeos a América, trajeron la guitarra a nuestro continente.

51. (A) toco  
    (B) tocas  
    (C) toca  
    (D) tocan

52. (A) músicos  
    (B) policías  
    (C) carpinteros  
    (D) doctores

53. (A) de  
    (B) a  
    (C) hasta  
    (D) en

54. (A) nuestra  
    (B) nuestro  
    (C) nuestras  
    (D) nuestros

Part C Directions: Read the following selections. Each selection is followed by one or more questions, incomplete statements, or commands.

For each question or incomplete statement, select the answer or completion that is best according to the selection. Click on the corresponding oval.

For each command, click on the appropriate area of the screen according to the directions given.
Querida amiga María:

Hace algún tiempo que quería escribirte, pero he estado muy ocupada con mis estudios. Tengo cuatro clases este semestre y apenas tengo tiempo para atender mis asuntos personales. No quiero que pienses que me he olvidado de nuestra amistad. Siempre recuerdo con cariño los buenos momentos que pasamos juntas cuando éramos niñas. Dentro de unos meses, cuando termine mis estudios, espero que podamos reunirnos nuevamente y conversar muchísimo. ¡Tengo tanto que contarte!

Recibe todo el cariño de tu amiga que nunca te olvida,

Emilia

55. ¿Por qué razón Emilia no le había escrito antes a María?
   (A) Porque estudiaban juntas cuando eran niñas
   (B) Porque sus estudios no se lo permitían
   (C) Porque María se había olvidado de su amiga
   (D) Porque Emilia no tenía ganas de escribirle a nadie

56. María y Emilia son dos
   (A) estudiantes de la misma universidad
   (B) antiguas y buenas amigas
   (C) invitadas a una fiesta
   (D) famosas escritoras contemporáneas

57. ¿Cuál es el tema central del ciclo “Encuentros”?
   (A) Las culturas indígenas del Caribe
   (B) La llegada de los españoles a la Florida
   (C) La literatura contemporánea
   (D) El aprendizaje del español

58. ¿Quién invita a este evento?
   (A) Ángel González
   (B) El Rey de España
   (C) El Centro Cultural Español
   (D) La ciudad de Coral Gables

59. ¿Qué se anticipa después del programa de Ángel González?
   (A) Una función social
   (B) La inauguración del centro
   (C) Una demostración de tecnología
   (D) Una exhibición de libros
Benicarló, 24 de agosto. — “Día sin sol, día perdido”, parecen pensar los turistas que visitan las playas españolas, a juzgar por su paciente exposición al sol todas las horas en que es posible. Un avisado hotelero, dueño de una serie de apartamentos en la zona de playa que va desde Benicarló a Peñíscola, ha decidido hacer de esta frase su lema. Por ello ha hecho colocar grandes anuncios declarando que está dispuesto a bajar el precio a sus inquilinos por cada día sin sol. Hasta ahora, y como es tradicional en la zona, el sol no le ha hecho perder dinero porque ha lucido a más y mejor. A pesar de todo, el lema no deja de hacer efecto en los turistas que llenan sus apartamentos, tostándose muy a gusto en las playas cercanas.

60. La frase, “Día sin sol, día perdido”, sirvió
   (A) para confirmar el pésimo clima de la región
   (B) como lema de la campaña propagandista del hotelero
   (C) para desilusionar a los más fuertes tradicionalistas
   (D) como serio obstáculo a todo plan de desarrollo económico

61. Benicarló y Peñíscola deben de ser dos
   (A) turistas
   (B) hoteleros
   (C) pueblos de la costa
   (D) casas de apartamentos

62. Los turistas frecuentan aquella zona de España para
   (A) lucir sus trajes de moda
   (B) alquilar apartamentos en la sierra
   (C) asistir a exposiciones
   (D) aprovechar el sol y la playa

63. ¿Qué les pasaría a los clientes del hotelero los días sin sol?
   (A) Podrían pintar dentro del hotel.
   (B) Dejarían el apartamento.
   (C) Le pagarían menos al hotelero.
   (D) No le pagarían nada al hotelero.

64. El dueño de los apartamentos quedó satisfecho con su plan porque
   (A) los inquilinos se resignaron a pagar la cuota extraordinaria
   (B) el sol salió y brilló como nunca en la zona
   (C) a los turistas les gustó pasar todo el tiempo fuera de la zona
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65. ¿Qué tipo de profesión se puede estudiar en esta universidad?
(A) Cursos de astrofísica
(B) Cursos de medicina
(C) Estudios técnico-profesionales
(D) Estudios del área legal

66. Un estudiante interesado podrá obtener
(A) información por teléfono
(B) admisión gratuita de inmediato
(C) tecnología avanzada por teléfono
(D) actividad profesional en seguida
Some questions require you to select a part of the reading selection. Two of the questions based on the next reading selection are examples of this type of question.

67.

César Vallejo, gran escritor y antifascista feroz, nació en Santiago de Chuco, Perú, en 1892. Publicó su primer libro de poemas, *Los herederos negros*, cuando tenía menos de treinta años. En 1920 fue acusado por actividad incendiaria y encarcelado por 112 días. Viajó a la Unión Soviética, España y París durante los años veinte, pero fue expulsado de Francia por razones políticas; se trasladó entonces a España de nuevo donde se inscribió en el Partido Comunista. En 1932 regresó a París y vivió en la ilegalidad. Murió en París en 1938. En 1939 se editaron, de manera póstuma, los *Poemas humanos*.

¿Cuál es el tema principal del texto?

- Las ideologías políticas del siglo pasado
- La poesía peruana del siglo pasado
- Los viajes a varios países europeos
- Las experiencias de una figura literaria

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¿Con cuál de las siguientes afirmaciones estaría de acuerdo el autor del texto?

- César Vallejo era de una ideología política conservadora.
- César Vallejo gozaba de buenas relaciones con la justicia.
- César Vallejo participó en la vida política de otros países.
- César Vallejo publicó sus obras completas mientras vivía.
To choose your answer to this type of question, you will click on a part of the reading selection. This question indicates that the answer choices are each sentence in the text.

69.

To choose your answer to this type of question, you will click on a part of the reading selection. This question indicates that the answer choices are the bold words in the text.

70.
To choose your answer to question 75, you will click on a part of the reading selection. This question indicates that the answer choices are each sentence in the text.

71–75.

¿Cómo sonaban las palabras de la mujer en el segundo párrafo?
- Alborotadas
- Nerviosas
- Tranquilas
- Tristes

¿Cómo se expresa la mujer al hablar con el narrador?
- Con felicidad
- Con miedo
- Con reproche
- Con capricho

Según la mujer, ¿por qué había dejado los estudios el padre del narrador?
- Se mudó de la ciudad.
- Le gustaba tocar el violín.
- Tuvo que ganarse la vida.
- No soportaba los estudios.

¿Por quién tomó la mujer al narrador cuando lo vio en la librería?
- Un zapatero
- Un mendigo
- Un librero
- Un músico

Haz clic en la oración que indica la profesión del narrador.
Study Resources

Most textbooks used in college-level Spanish language courses cover the topics in the outline given earlier, but the approaches to certain topics and the emphases given to them may differ. To prepare for the Spanish Language exam, it is advisable to study one or more college textbooks, which can be found in most college bookstores. When selecting a textbook, check the table of contents against the knowledge and skills required for this test.

Besides studying basic vocabulary, you should understand and be able to apply the grammatical principles that make up the language. To improve your reading comprehension, read passages from textbooks, short magazine or newspaper articles, or other printed material of your choice. To improve your listening comprehension, seek opportunities to hear the language spoken by native speakers and to converse with native speakers.

If you have opportunities to join organizations with Spanish-speaking members, to attend Spanish movies, or to listen to Spanish-language television or radio broadcasts, take advantage of them.

Visit www.collegeboard.org/clepprep for additional Spanish resources. You can also find suggestions for exam preparation in Chapter IV of the Official Study Guide. In addition, many college faculty post their course materials on their schools’ websites.

Answer Key

For some questions, the correct answer is indicated on the screens on pages 183 and 184.

<p>| | | |</p>
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<td>21.</td>
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<td>26.</td>
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<td>28.</td>
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<td>37.</td>
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<td>75.</td>
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<tr>
<td>38.</td>
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</table>
22. ¿Qué van a pedir el muchacho y la muchacha para comer?

<table>
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<tr>
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<th>El Muchacho</th>
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</tr>
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<tr>
<td>Herningua</td>
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<td></td>
</tr>
<tr>
<td>Papas fritas</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Pescado</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Pollo</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Click on your choices.

69. César Vallejo, gran escritor y antimacrista feroz, nació en Santiago de Chuco, Perú, en 1892. Publicó su primer libro de poemas, *Las aerántas negras*, cuando tenía menos de treinta años. En 1920 fue acusado por actividad incendiaria y encarcelado por 110 días. Viajó a la Unión Soviética, España y París durante los años veinte, pero fue expulsado de Francia por razones políticas; se trasladó entonces a España de nuevo donde se inscribió en el Partido Comunista. En 1932 regresó a París y vivió en la ilegalidad. Murió en París en 1938. En 1939 se editaron, de manera postuma, los *Páramos humanos*.

70. César Vallejo, gran escritor y antimacrista feroz, nació en Santiago de Chuco, Perú, en 1892. Publicó su primer libro de poemas, *Las aerántas negras*, cuando tenía menos de treinta años. En 1920 fue acusado por actividad incendiaria y encarcelado por 110 días. Viajó a la Unión Soviética, España y París durante los años veinte, pero fue expulsado de Francia por razones políticas; se trasladó entonces a España de nuevo donde se inscribió en el Partido Comunista. En 1932 regresó a París y vivió en la ilegalidad. Murió en París en 1938. En 1939 se editaron, de manera postuma, los *Páramos humanos*.

Haz clic en la oración que expresa la edad de César Vallejo al iniciar su carrera.

Haz clic en el párrafo que da salida política a César Vallejo.

Las opciones aparecen en letra negrita.
Sin embargo, ella no hizo ninguna mención del asunto hasta después de la madrugada, en la lancha, cuando sintió como una revelación sobrenatural que había encontrado por fin la ocasión propicia para decirle lo que sin duda era el motivo real de su viaje, y empezó con el modo y el tono y las palabras milimétricas que debió madurar en la soledad de sus inombrados meses antes de emprenderlo.

—Tu papá está muy triste —dijo.

Ahí estaba, pues, el infierno tan temido. Empezaba como siempre, cuando menos se esperaba, y con una vez cada que no había de alterarse ante nada. Sólo por cumplir con el ritual, pues conocía de sobra la respuesta, la preguntó:

—¿Y eso por qué?

—Porque dejaste los estudios.

—No los dejé —le dijo. Sólo cambié de carrera.

La idea de una discusión a fondo le levantó el ánimo.

—Tu papá dice que es lo mismo —dijo. A sabiendas de que era falso, la dijo—:

También él dejó de estudiar para tocar el violín.

—No fue igual —replicó ella con una gran vivacidad—. El violín lo tocaba sólo en fiestas y serenatas. Si dejó sus estudios fue porque no tenía ni con qué comer. Pero en menos de un mes aprendió telegrafía, que entonces era una profesión muy buena, sobre todo en Aracataca.

—Yo también vivo de escribir en los periódicos —le dijo.

—Eso lo hizo para no morirme —dijo ella. Pero la mala situación se le notaba de lejos. Como sería, que cuando te vi en la librería no te reconocí.

—Yo tampoco la reconocí a usted —le dije.

—Pero no por lo mismo —dijo ella—. Yo pensó que era un limonero. Me miró las sandalias gastadas, y agregó—: Y sin medias.
What Your CLEP® Score Means

In order to reach the total score you see on your score report, two calculations are performed.

First, your “raw score” is calculated. This is the number of questions you answered correctly. Your raw score increases by one point for each question answered correctly, and no points are gained or lost when a question is not answered or is answered incorrectly.

Second, your raw score is converted into a “scaled score” by a statistical process called equating. Equating maintains the consistency of standards for test scores over time by adjusting for slight differences in difficulty between test forms. This ensures that your score does not depend on the specific test form you took or how well others did on the same form. Your raw score is converted to a scaled score that ranges from 20, the lowest, to 80, the highest. The final scaled score is the score that appears on your score report.

To see whether you attained a score sufficient to receive college credit, compare your score to the score in the table shown. The scores that appear in this table are the credit-granting scores recommended by the American Council on Education (ACE). Each college, however, reserves the right to set its own credit-granting policy, which may differ from that of ACE. If you have not already done so, contact your college as soon as possible to find out the score it requires to grant credit, the number of credit hours granted and the course(s) that can be bypassed with a satisfactory score.

Please note that College-Level Examination Program® (CLEP®) examinations are developed and evaluated independently and are not linked to each other except by the program’s common purpose, format and method of reporting results. For this reason, direct comparisons should not be made between CLEP examinations in different subjects. CLEP scores are not comparable to SAT® scores or other test scores.

Test scores are kept on file for 20 years. During this period, score reports may be sent to an institution, but only at the request of the candidate. A Transcript Request Form and instructions for having a transcript sent to an institution can be downloaded from the CLEP website (www.collegeboard.org/clep) or obtained by contacting CLEP.

Candidates may not repeat an examination of the same title within six months of the initial testing date. If the candidate retakes the examination within the six-month period, the administration will be considered invalid, the score will be canceled and any test fees will be forfeited. DANTES-funded military examinees: Effective December 11, 2010, DANTES will not fund retesting on a previously funded CLEP exam. However, service members may personally fund a retest after waiting six months.

If you have a question about your score report, about a test question or about any other aspect of a CLEP examination that your test center cannot answer, write to CLEP, P.O. Box 6600, Princeton, NJ 08541-6600 or e-mail clep@info.collegeboard.org.

Visit CLEP on the Web: www.collegeboard.org/clep
# Appendix

## 2012-13 CLEP® Credit-Granting Recommendations

<table>
<thead>
<tr>
<th>Computer-Based Testing (CBT) and Paper-and-Pencil Testing</th>
<th>ACE Recommended Score</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
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<tr>
<td>Financial Accounting</td>
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<tr>
<td>Information Systems and Computer Applications</td>
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<tr>
<td>Introductory Business Law</td>
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<td>Principles of Management</td>
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<td>Analyzing and Interpreting Literature</td>
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<td>Spanish Language, Level 2</td>
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<tr>
<td>Level 1 — equivalent to the first two semesters (or six semester hours) of college-level world language course work</td>
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<td>Level 2 — equivalent to the first four semesters (or 12 semester hours) of college-level world language course work</td>
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<tr>
<td>History of the United States II: 1865 to Present</td>
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1. The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated CLEP processes and procedures for developing, administering and scoring the exams. The scores listed above are equivalent to a grade of C in the corresponding course. The American Council on Education, the major coordinating body for all the nation’s higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT website at www.acenet.edu/acecredit.

2. If the college does not require a supplemental essay for the Modular version of the examination, the ACE credit-granting recommendation is three credits. If the college does require a supplemental essay, the credit-granting recommendation is six credits.