Introduction - Algebra I

The following released test questions are taken from the Algebra I Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Algebra I. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, and 2007. First on the pages that follow are lists of the standards assessed on the Algebra I Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document. Some of the released test questions for Algebra I are the same test questions found in different combinations on the Integrated Mathematics 1 and 2 California Standards Tests and the Summative High School Mathematics California Standards Test.

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Properties, Operations, and Linear Equations	17	22
Graphing and Systems of Linear Equations	14	16
Quadratics and Polynomials	21	25
Functions and Rational Expressions	13	17
TOTAL	65	80

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Algebra I Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

THE NUMBER PROPERTIES, OPERATIONS, AND LINEAR EQUATIONS REPORTING CLUSTER

The following 11 California content standards are included in the Number Properties, Operations, and Linear Equations reporting cluster and are represented in this booklet by 22 test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Algebra I	
Standard Set 1.0	**Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:**
1.1	Students use properties of numbers to demonstrate whether assertions are true or false.
2.0*	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
3.0	Students solve equations and inequalities involving absolute values.
4.0*	Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$.
5.0*	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Standard Set 24.0	**Students use and know simple aspects of a logical argument:**
24.1	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
24.2	Students identify the hypothesis and conclusion in logical deduction.
24.3	Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
Standard Set 25.0	**Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:**
25.1	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
25.2	Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
25.3	Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

* Denotes key standards

THE GRAPHING AND SYSTEMS OF LINEAR EQUATIONS REPORTING CLUSTER

The following four California content standards are included in the Graphing and Systems of Linear Equations reporting cluster and are represented in this booklet by 16 test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Algebra I	
6.0*	Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).
7.0*	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
9.0*	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

* Denotes key standards

THE QUADRATICS AND POLYNOMIALS REPORTING CLUSTER

The following eight California content standards are included in the Quadratics and Polynomials reporting cluster and are represented in this booklet by 25 test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Algebra I	
10.0*	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
14.0*	Students solve a quadratic equation by factoring or completing the square.
19.0*	Students know the quadratic formula and are familiar with its proof by completing the square.
20.0*	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
21.0*	Students graph quadratic functions and know that their roots are the *x*-intercepts.
22.0	Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the *x*-axis in zero, one, or two points.
23.0*	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

* Denotes key standards

THE FUNCTIONS AND RATIONAL EXPRESSIONS REPORTING CLUSTER

The following six California content standards are included in the Functions and Rational Expressions reporting cluster and are represented in this booklet by 17 test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Algebra I	
12.0*	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
13.0*	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
15.0*	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
16.0	Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
17.0	Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
18.0	Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

* Denotes key standards

Algebra I

1 Is the equation $3(2x-4)=-18$ equivalent to $6x-12=-18$?

A Yes, the equations are equivalent by the Associative Property of Multiplication.

B Yes, the equations are equivalent by the Commutative Property of Multiplication.

C Yes, the equations are equivalent by the Distributive Property of Multiplication over Addition.

D No, the equations are not equivalent.

CSA10108

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2 $\sqrt{16}+\sqrt[3]{8}=$

A 4

B 6

C 9

D 10

CSA00471

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3 Which expression is equivalent to x^6x^2?

A x^4x^3

B x^5x^3

C x^7x^3

D x^9x^3

CSA20167

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4 Which number does *not* have a reciprocal?

A −1

B 0

C $\dfrac{1}{1000}$

D 3

CSA10152

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5 What is the multiplicative inverse of $\dfrac{1}{2}$?

A −2

B $-\dfrac{1}{2}$

C $\dfrac{1}{2}$

D 2

CSA10153

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6 What is the solution for this equation?

$$\left|2x-3\right|=5$$

A $x=-4$ or $x=4$

B $x=-4$ or $x=3$

C $x=-1$ or $x=4$

D $x=-1$ or $x=3$

CSA00264

— **6** —

7 What is the solution set of the inequality $5 - |x + 4| \leq -3$?

A $-2 \leq x \leq 6$

B $x \leq -2$ or $x \geq 6$

C $-12 \leq x \leq 4$

D $x \leq -12$ or $x \geq 4$

CSA10036

8 Which equation is equivalent to $5x - 2(7x + 1) = 14x$?

A $-9x - 2 = 14x$

B $-9x + 1 = 14x$

C $-9x + 2 = 14x$

D $12x - 1 = 14x$

CSA00206

9 Which equation is equivalent to $4(2 - 5x) = 6 - 3(1 - 3x)$?

A $8x = 5$

B $8x = 17$

C $29x = 5$

D $29x = 17$

CSA00059

10 The total cost (c) in dollars of renting a sailboat for n days is given by the equation

$$c = 120 + 60n.$$

If the total cost was $360, for how many days was the sailboat rented?

A   2

B   4

C   6

D   8

CSA00485

11 Solve: $3(x + 5) = 2x + 35$

Step 1: $3x + 15 = 2x + 35$
Step 2: $5x + 15 = 35$
Step 3: $5x = 20$
Step 4: $x = 4$

Which is the first *incorrect* step in the solution shown above?

A   Step 1

B   Step 2

C   Step 3

D   Step 4

CSA00332

12 A 120-foot-long rope is cut into 3 pieces. The first piece of rope is twice as long as the second piece of rope. The third piece of rope is three times as long as the second piece of rope. What is the length of the longest piece of rope?

A   20 feet

B   40 feet

C   60 feet

D   80 feet

CSA10052

13 The cost to rent a construction crane is $750 per day plus $250 per hour of use. What is the maximum number of hours the crane can be used each day if the rental cost is not to exceed $2500 per day?

A   2.5

B   3.7

C   7.0

D   13.0

CSA10057

14 What is the solution to the inequality $x - 5 > 14$?

A $x > 9$

B $x > 19$

C $x < 9$

D $x < 19$

CSA00487

15 The lengths of the sides of a triangle are y, $y + 1$, and 7 centimeters. If the perimeter is 56 centimeters, what is the value of y?

A   24

B   25

C   31

D   32

CSA10046

16 Which number serves as a counterexample to the statement below?

All positive integers are divisible by 2 or 3.

A   100

B   57

C   30

D   25

CSG10197

17 What is the conclusion of the statement in the box below?

If $x^2 = 4$, then $x = -2$ or $x = 2$.

A $x^2 = 4$

B $x = -2$

C $x = 2$

D $x = -2$ or $x = 2$

CSA30045

18 Which of the following is a valid conclusion to the statement "If a student is a high school band member, then the student is a good musician"?

A   All good musicians are high school band members.

B   A student is a high school band member.

C   All students are good musicians.

D   All high school band members are good musicians.

CSA30095

— **8** —

19 The chart below shows an expression evaluated for four different values of x.

x	$x^2 + x + 5$
1	7
2	11
6	47
7	61

Josiah concluded that for all positive values of x, $x^2 + x + 5$ produces a prime number. Which value of x serves as a counterexample to prove Josiah's conclusion false?

A 5

B 11

C 16

D 21

CSA20027

20 John's solution to an equation is shown below.

$$\text{Given:} \quad x^2 + 5x + 6 = 0$$
$$\text{Step 1:} \quad (x+2)(x+3) = 0$$
$$\text{Step 2:} \quad x+2 = 0 \ \text{ or } \ x+3 = 0$$
$$\text{Step 3:} \quad x = -2 \ \text{ or } \ x = -3$$

Which property of real numbers did John use for Step 2?

A multiplication property of equality

B zero product property of multiplication

C commutative property of multiplication

D distributive property of multiplication over addition

CSA20034

21 Stan's solution to an equation is shown below.

$$\text{Given:} \quad n + 8(n + 20) = 110$$
$$\text{Step 1:} \quad n + 8n + 20 = 110$$
$$\text{Step 2:} \quad 9n + 20 = 110$$
$$\text{Step 3:} \quad 9n = 110 - 20$$
$$\text{Step 4:} \quad 9n = 90$$
$$\text{Step 5:} \quad \frac{9n}{9} = \frac{90}{9}$$
$$\text{Step 6:} \quad n = 10$$

Which statement about Stan's solution is true?

A Stan's solution is correct.

B Stan made a mistake in Step 1.

C Stan made a mistake in Step 3.

D Stan made a mistake in Step 5.

CSA20035

22 When is this statement true?

> The opposite of a number is less than the original number.

A This statement is never true.

B This statement is always true.

C This statement is true for positive numbers.

D This statement is true for negative numbers.

CSA20147

23 What is the *y*-intercept of the graph of
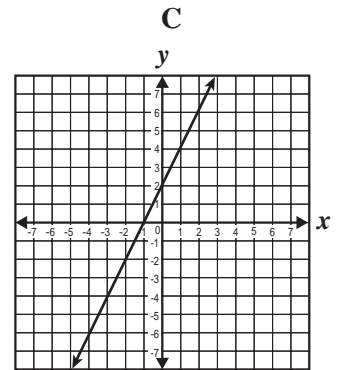$4x + 2y = 12$?

A   −4

B   −2

C   6

D   12

CSA00239

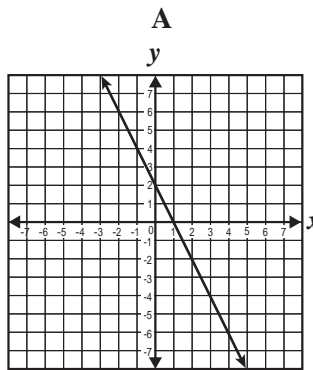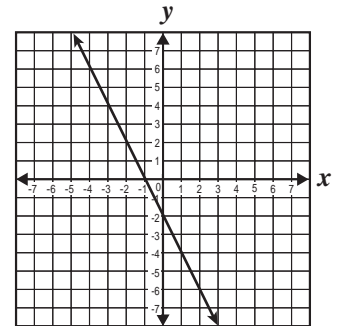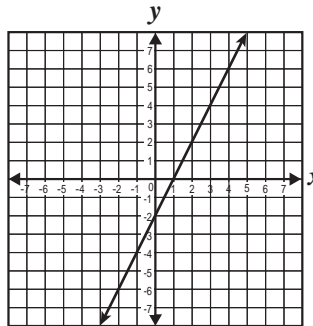**24** Which inequality is shown on the graph below?
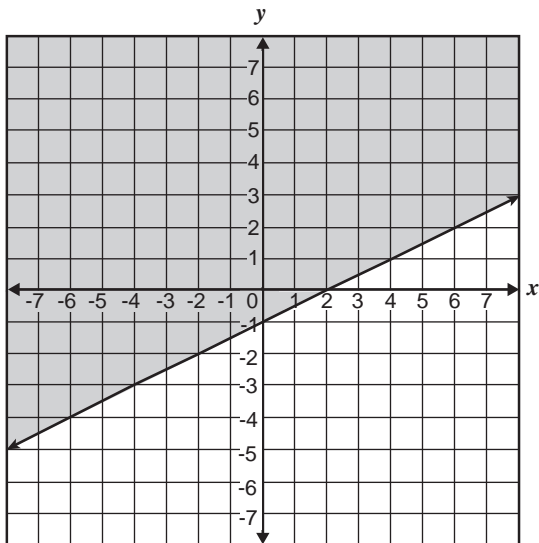
A $y < \dfrac{1}{2}x - 1$

B $y \le \dfrac{1}{2}x - 1$

C $y > \dfrac{1}{2}x - 1$

D $y \ge \dfrac{1}{2}x - 1$
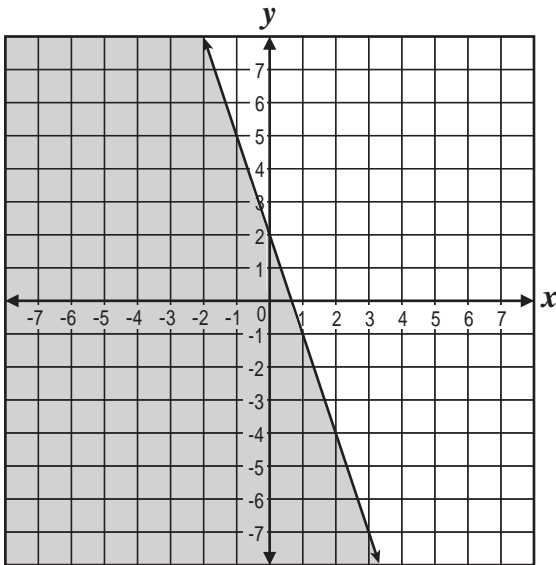
CSA10130

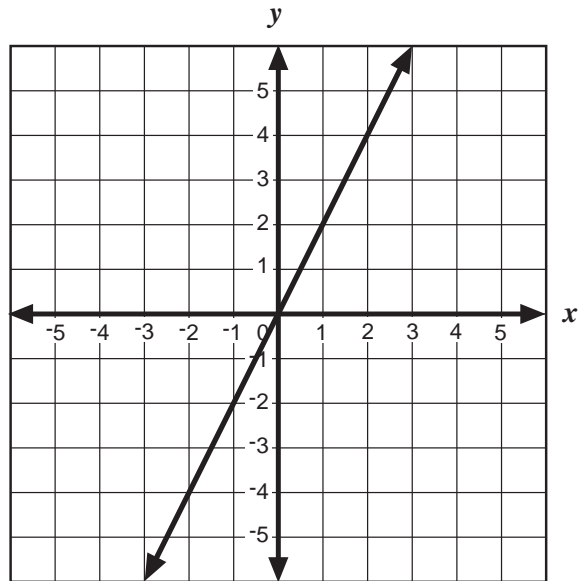**25** Which *best* represents the graph of $y = 2x - 2$?

A

C

B

D

CSA00299

— **10** —

26 Which inequality does the shaded region of the graph represent?

A $3x + y \leq 2$

B $3x + y \geq 2$

C $3x + y \leq -2$

D $3x + y \geq -2$

CSA20055

27

Which equation *best* represents the graph above?

A $y = x$

B $y = 2x$

C $y = x + 2$

D $y = 2x + 2$

CSA00508

28 Which point lies on the line defined by $3x + 6y = 2$?

A $(0, 2)$

B $(0, 6)$

C $\left(1, -\dfrac{1}{6}\right)$

D $\left(1, -\dfrac{1}{3}\right)$

CSA00009

29 What is the equation of the line that has a slope of 4 and passes through the point $(3, -10)$?

A $y = 4x - 22$

B $y = 4x + 22$

C $y = 4x - 43$

D $y = 4x + 43$

CSA10150

30 The data in the table show the cost of renting a bicycle by the hour, including a deposit.

Renting a Bicycle

Hours (h)	Cost in dollars (c)
2	15
5	30
8	45

If hours, h, were graphed on the horizontal axis and cost, c, were graphed on the vertical axis, what would be the equation of a line that fits the data?

A $c = 5h$

B $c = \dfrac{1}{5}h + 5$

C $c = 5h + 5$

D $c = 5h - 5$

CSA10005

31 Some ordered pairs for a linear function of x are given in the table below.

x	y
1	1
3	7
5	13
7	19

Which of the following equations was used to generate the table above?

A $y = 2x + 1$

B $y = 2x - 1$

C $y = 3x - 2$

D $y = 4x - 3$

CSA10181

32 The equation of line l is $6x + 5y = 3$, and the equation of line q is $5x - 6y = 0$. Which statement about the two lines is true?

A Lines l and q have the same y-intercept.

B Lines l and q are parallel.

C Lines l and q have the same x-intercept.

D Lines l and q are perpendicular.

CSA00241

— **12** —

33 Which equation represents a line that is parallel to $y = -\dfrac{5}{4}x + 2$?

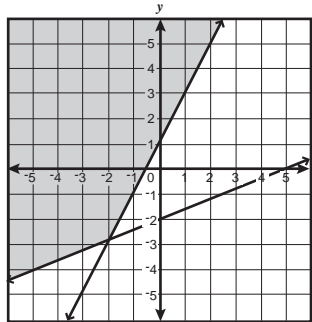A $y = -\dfrac{5}{4}x + 1$

B $y = -\dfrac{4}{5}x + 2$

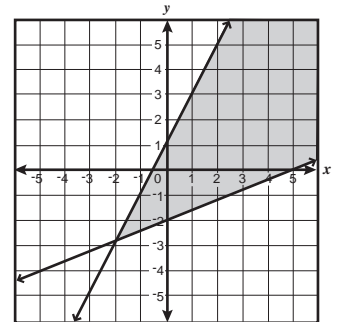C $y = \dfrac{4}{5}x + 3$

D $y = \dfrac{5}{4}x + 4$

CSA10112

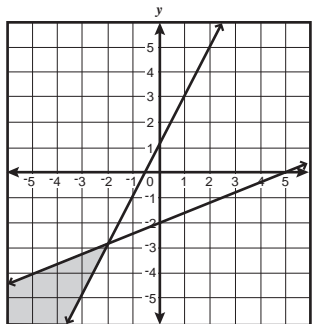**34** Which graph *best* represents the solution to this system of inequalities?

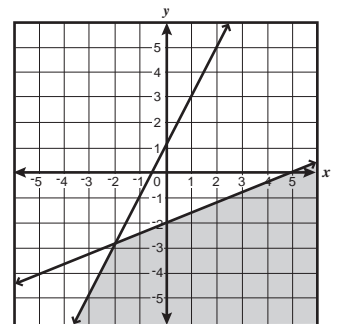$$\begin{cases} 2x \geq y - 1 \\ 2x - 5y \quad 10 \end{cases}$$

A

C

B

D

CSA00516

35 What is the solution to this system of equations?

$$\begin{cases} y = -3x - 2 \\ 6x + 2y = -4 \end{cases}$$

A   (6, 2)

B   (1, –5)

C   no solution

D   infinitely many solutions

CSA00027

36 Which ordered pair is the solution to the system of equations below?

$$\begin{cases} x+3y=7 \\ x+2y=10 \end{cases}$$

A $\left(\dfrac{7}{2},\dfrac{13}{4}\right)$

B $\left(\dfrac{7}{2},\dfrac{17}{5}\right)$

C $(-2,$

D $(16,-3)$

CSA10131

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37 Marcy has a total of 100 dimes and quarters. If the total value of the coins is $14.05, how many quarters does she have?

A   27

B   40

C   56

D   73

CSA20083

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38 Which of the following *best* describes the graph of this system of equations?

$$\begin{cases} y=-2x+3 \\ 5y=-10x+15 \end{cases}$$

A   two identical lines

B   two parallel lines

C   two lines intersecting in only one point

D   two lines intersecting in only two points

CSA00509

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39 $\dfrac{5x^3}{10x^7}=$

A $2x^4$

B $\dfrac{1}{2x^4}$

C $\dfrac{1}{5x^4}$

D $\dfrac{x^4}{5}$

CSA00303

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40 $(4x^2-2x+8)-(x^2+3x-2)=$

A $3x^2+x+6$

B $3x^2+x+10$

C $3x^2-5x+6$

D $3x^2-5x+10$

CSA00086

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41 The sum of two binomials is $5x^2-6x$. If one of the binomials is $3x^2-2x$, what is the other binomial?

A $2x^2-4x$

B $2x^2-8x$

C $8x^2+4x$

D $8x^2-8x$

CSA10160

— **14** —

42 Which of the following expressions is equal to $(x+2)+(x-2)(2x+1)?$

    A $2x^2-2x$

    B $2x^2-4x$

    C $2x^2+x$

    D $4x^2+2x$

CSA10191

43 A volleyball court is shaped like a rectangle. It has a width of x meters and a length of $2x$ meters. Which expression gives the area of the court in square meters?

    A $3x$

    B $2x^2$

    C $3x^2$

    D $2x^3$

CSA00496

44 Which is the factored form of $3a^2-24ab+48b^2$?

    A $(3a-8b)(a-6b)$

    B $(3a-16b)(a-3b)$

    C $3(a-4b)(a-4b)$

    D $3(a-8b)(a-8b)$

CSA00066

45 Which is a factor of $x^2-11x+24?$

    A $x+3$

    B $x-3$

    C $x+4$

    D $x-4$

CSA00503

46 Which of the following shows $9t^2+12t+4$ factored completely?

    A $(3t+2)^2$

    B $(3t+4)(3t+1)$

    C $(9t+4)(t+1)$

    D $9t^2+12t+4$

CSA20106

47 What is the complete factorization of $32-8z^2?$

    A $-8(2+z)(2-z)$

    B $8(2+z)(2-z)$

    C $-8(2+z)^2$

    D $8(2-z)^2$

CSA20105

48 If x^2 is added to x, the sum is 42. Which of the following could be the value of x?

    A   –7

    B   –6

    C   14

    D   42

CSA10171

49 What quantity should be added to both sides of this equation to complete the square?

$$x^2 - 8x = 5$$

A 4

B −4

C 16

D −16

CSA00478

50 What are the solutions for the quadratic equation $x^2 + 6x = 16$?

A $-2, -8$

B $-2, 8$

C $2, -8$

D $2, 8$

CSA10062

51 Leanne correctly solved the equation $x^2 + 4x = 6$ by completing the square. Which equation is part of her solution?

A $(x + 2)^2 = 8$

B $(x + 2)^2 = 10$

C $(x + 4)^2 = 10$

D $(x + 4)^2 = 22$

CSA20139

52 Carter is solving this equation by factoring.

$$10x^2 - 25x + 15 = 0$$

Which expression could be one of his correct factors?

A $x + 3$

B $x - 3$

C $2x + 3$

D $2x - 3$

CSA00162

53 Toni is solving this equation by completing the square.

$$ax^2 + bx + c = 0 \text{ (where } a \geq 0)$$

Step 1: $ax^2 + bx = -c$

Step 2: $x^2 + \dfrac{b}{a}x = -\dfrac{c}{a}$

Step 3: ?

Which should be Step 3 in the solution?

A $x^2 = -\dfrac{c}{b} - \dfrac{b}{a}x$

B $x + \dfrac{b}{a} = -\dfrac{c}{ax}$

C $x^2 + \dfrac{b}{a}x + \dfrac{b}{2a} = -\dfrac{c}{a} + \dfrac{b}{2a}$

D $x^2 + \dfrac{b}{a}x + \left(\dfrac{b}{2a}\right)^2 = -\dfrac{c}{a} + \left(\dfrac{b}{2a}\right)^2$

CSA00072

— **16** —

54 **Four steps to derive the quadratic formula are shown below.**

I $\quad x^2 + \dfrac{bx}{a} = \dfrac{-c}{a}$

II $\quad \left(x + \dfrac{b}{2a}\right)^2 = \dfrac{b^2 - 4ac}{4a^2}$

III $\quad x = \pm\sqrt{\dfrac{b^2 - 4ac}{4a^2}} - \dfrac{b}{2a}$

IV $\quad x^2 + \dfrac{bx}{a} + \left(\dfrac{b}{2a}\right)^2 = \dfrac{-c}{a} + \left(\dfrac{b}{2a}\right)^2$

What is the correct order for these steps?

A   I, IV, II, III

B   I, III, IV, II

C   II, IV, I, III

D   II, III, I, IV

CSA20062

55 **Which is one of the solutions to the equation $2x^2 - x - 4 = 0$?**

A $\dfrac{1}{4} - \sqrt{33}$

B $-\dfrac{1}{4} + \sqrt{33}$

C $\dfrac{1 + \sqrt{33}}{4}$

D $\dfrac{-1 - \sqrt{33}}{4}$

CSA00314

56 **Which statement *best* explains why there is no real solution to the quadratic equation $2x^2 + x + 7 = 0$?**

A   The value of $1^2 - 4 \cdot 2 \cdot 7$ is positive.

B   The value of $1^2 - 4 \cdot 2 \cdot 7$ is equal to 0.

C   The value of $1^2 - 4 \cdot 2 \cdot 7$ is negative.

D   The value of $1^2 - 4 \cdot 2 \cdot 7$ is not a perfect square.

CSA10147

57 **What is the solution set of the quadratic equation $8x^2 + 2x + 1 = 0$?**

A $\left\{-\dfrac{1}{2}, \dfrac{1}{4}\right\}$

B $\left\{-1 + \sqrt{2}, -1 - \sqrt{2}\right\}$

C $\left\{\dfrac{-1 + \sqrt{7}}{8}, \dfrac{-1 - \sqrt{7}}{8}\right\}$

D   no real solution

CSA10179

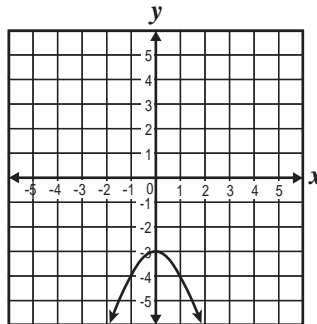**58** The graph of the equation $y = x^2 - 3x - 4$ is shown below.
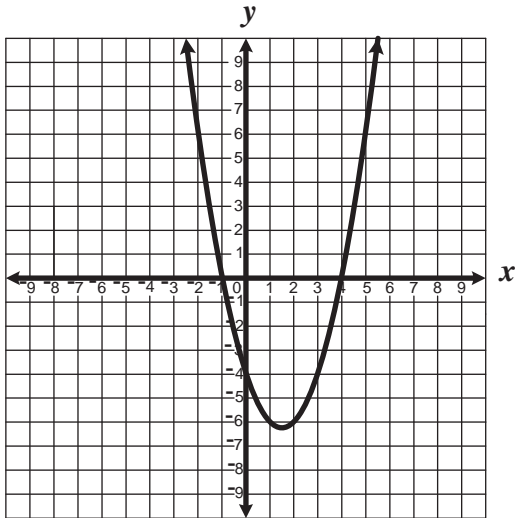
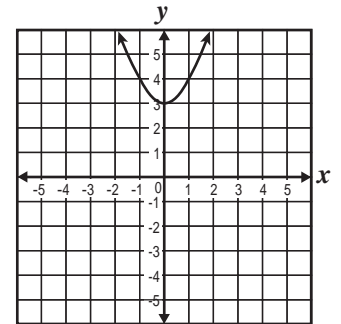For what value or values of x is $y = 0$?

A $x = -1$ only

B $x = -4$ only

C $x = -1$ and $x = 4$
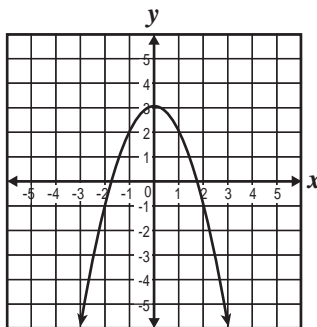
D $x = 1$ and $x = -4$

CSA00514

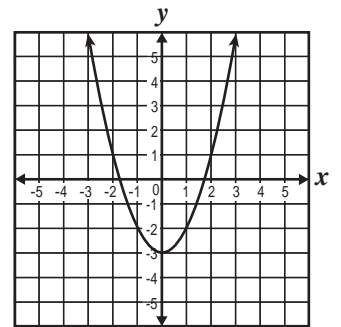**59** Which *best* represents the graph of $y = -x^2 + 3$?

A

C

B

D

CSA00519

60 Which quadratic function, when graphed, has x-intercepts of 4 and -3?

A $y = (x - 3)(x + 4)$

B $y = (x + 3)(2x - 8)$

C $y = (3x - 1)(4x + 1)$

D $y = (3x + 1)(8x - 2)$

CSA20115

61 How many times does the graph of $y = 2x^2 - 2x + 3$ intersect the *x*-axis?

A none

B one

C two

D three

CSA10084

62 An object that is projected straight downward with initial velocity *v* feet per second travels a distance $s = vt + 16t^2$, where $t =$ time in seconds. If Ramón is standing on a balcony 84 feet above the ground and throws a penny straight down with an initial velocity of 10 feet per second, in how many seconds will it reach the ground?

A 2 seconds

B 3 seconds

C 6 seconds

D 8 seconds

CSA00158

63 The height of a triangle is 4 inches greater than twice its base. The area of the triangle is 168 square inches. What is the base of the triangle?

A 7 in.

B 8 in.

C 12 in.

D 14 in.

CSA00104

64 What is $\dfrac{x^2 - 4xy + 4y^2}{3xy - 6y^2}$ reduced to lowest terms?

A $\dfrac{x - 2y}{3}$

B $\dfrac{x - 2y}{3y}$

C $\dfrac{x + 2y}{3}$

D $\dfrac{x + 2y}{3y}$

CSA00463

65 Simplify $\dfrac{6x^2 + 21x + 9}{4x^2 - 1}$ to lowest terms.

A $\dfrac{3(x + 1)}{2x - 1}$

B $\dfrac{3(x + 3)}{2x - 1}$

C $\dfrac{3(2x + 3)}{4(x - 1)}$

D $\dfrac{3(x + 3)}{2x + 1}$

CSA10025

66 What is $\dfrac{x^2 - 4x + 4}{x^2 - 3x + 2}$ reduced to lowest terms?

A $\dfrac{x-2}{x-1}$

B $\dfrac{x-2}{x+1}$

C $\dfrac{x+2}{x-1}$

D $\dfrac{x+2}{x+1}$

CSA10189

67 What is $\dfrac{12a^3 - 20a^2}{16a^2 + 8a}$ reduced to lowest terms?

A $\dfrac{a}{2}$

B $\dfrac{3a-5}{2a+1}$

C $-\dfrac{2a}{4+2a}$

D $\dfrac{a(3a-5)}{2(2a+1)}$

CSA00013

68 $\dfrac{7z^2 + 7z}{4z + 8} \cdot \dfrac{z^2 - 4}{z^3 + 2z^2 + z} =$

A $\dfrac{7(z-2)}{4(z+1)}$

B $\dfrac{7(z+2)}{4(z-1)}$

C $\dfrac{7z(z+1)}{4(z+2)}$

D $\dfrac{7z(z-1)}{4(z+2)}$

CSA00067

69 Which fraction equals the product $\left(\dfrac{x+5}{3x+2}\right)\left(\dfrac{2x-3}{x-5}\right)$?

A $\dfrac{2x-3}{3x+2}$

B $\dfrac{3x+2}{4x-3}$

C $\dfrac{x^2 - 25}{6x^2 - 5x - 6}$

D $\dfrac{2x^2 + 7x - 15}{3x^2 - 13x - 10}$

CSA10029

— **20** —

70

$$\frac{x^2+8x+16}{x+3} \div \frac{2x+8}{x^2-9} =$$

A $\dfrac{2(x+4)^2}{(x-3)(x+3)^2}$

B $\dfrac{2(x+3)(x-3)}{x+4}$

C $\dfrac{(x+4)(x-3)}{2}$

D $\dfrac{(x+4)(x-3)^2}{2(x+3)}$

CSA20164

71 Which fraction is equivalent to $\dfrac{\dfrac{3x}{5}}{\dfrac{x}{4}+\dfrac{x}{2}}$?

A $\dfrac{x^2}{5}$

B $\dfrac{9x^2}{20}$

C $\dfrac{4}{5}$

D $\dfrac{9}{5}$

CSA10141

72 A pharmacist mixed some 10%-saline solution with some 15%-saline solution to obtain 100 mL of a 12%-saline solution. How much of the 10%-saline solution did the pharmacist use in the mixture?

A 60 mL

B 45 mL

C 40 mL

D 25 mL

CSA00333

73 Andy's average driving speed for a 4-hour trip was 45 miles per hour. During the first 3 hours he drove 40 miles per hour. What was his average speed for the last hour of his trip?

A 50 miles per hour

B 60 miles per hour

C 65 miles per hour

D 70 miles per hour

CSA00576

74 One pipe can fill a tank in 20 minutes, while another takes 30 minutes to fill the same tank. How long would it take the two pipes together to fill the tank?

A 50 min

B 25 min

C 15 min

D 12 min

CSA00161

— **21** —

75 Two airplanes left the same airport traveling in opposite directions. If one airplane averages 400 miles per hour and the other airplane averages 250 miles per hour, in how many hours will the distance between the two planes be 1625 miles?

A 2.5

B 4

C 5

D 10.8

CSA10055

76 Lisa will make punch that is **25%** fruit juice by adding pure fruit juice to a 2-liter mixture that is **10%** pure fruit juice. How many liters of pure fruit juice does she need to add?

A 0.4 liter

B 0.5 liter

C 2 liters

D 8 liters

CSA10186

77 Which relation is a function?

A {(–1, 3), (–2, 6), (0, 0), (–2, –2)}

B {(–2, –2), (0, 0), (1, 1), (2, 2)}

C {(4, 0), (4, 1), (4, 2), (4, 3)}

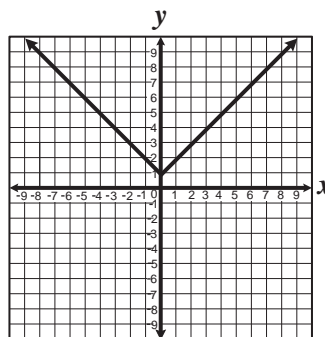D {(7, 4), (8, 8), (10, 8), (10, 10)}

CSA10070

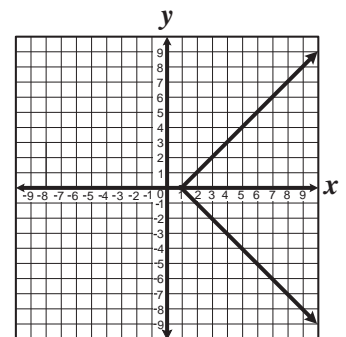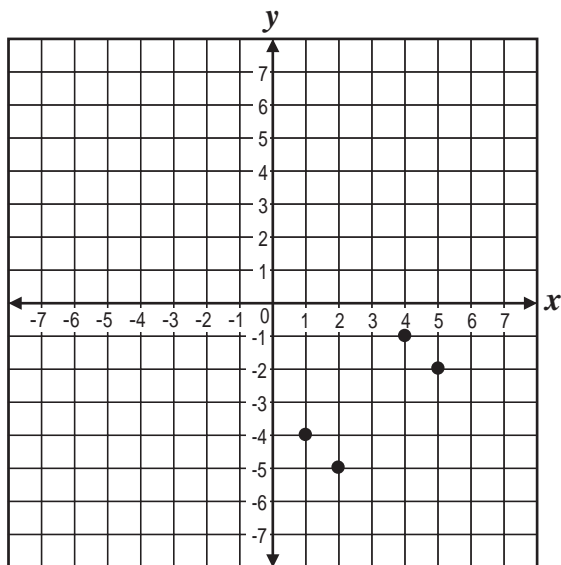**78** For which equation graphed below are *all* the *y*-values negative?
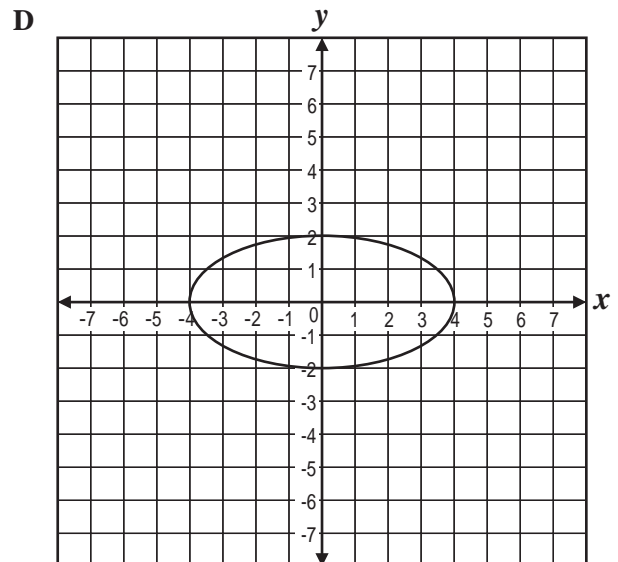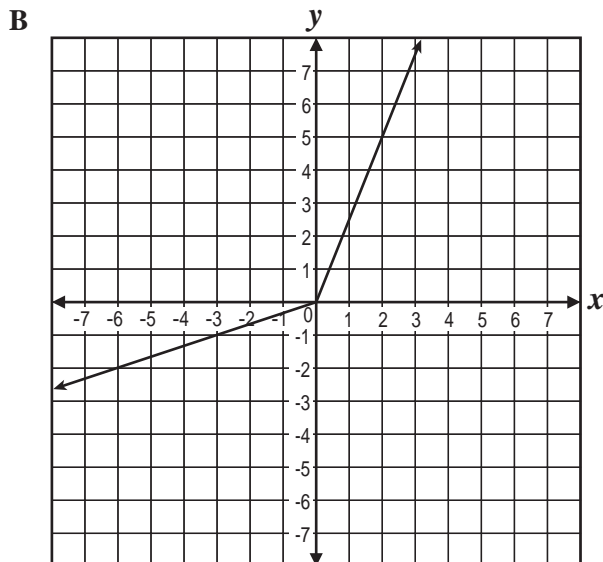

A

C

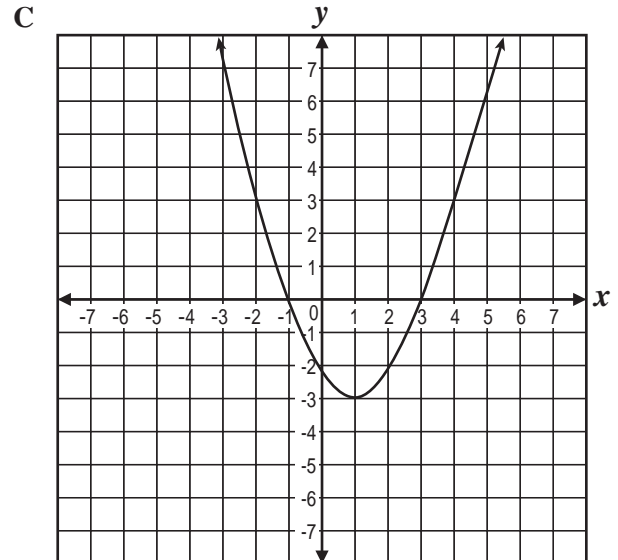B

D
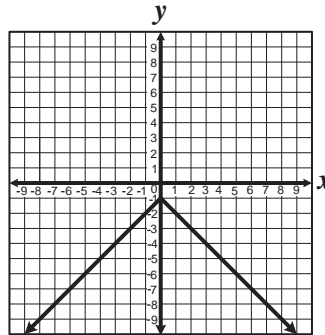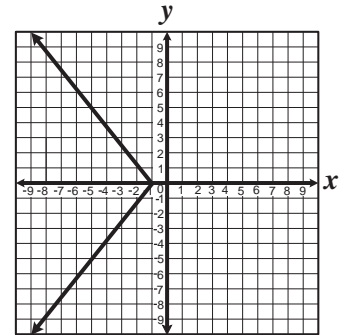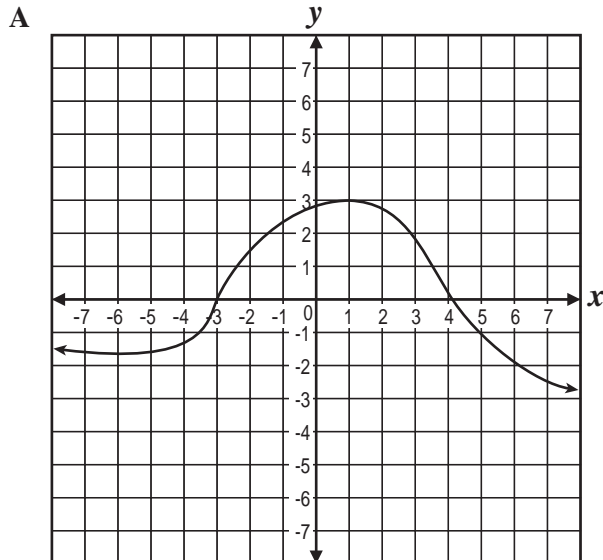
CSA00522

— **22** —

79 **What is the domain of the function shown on the graph below?**

A $\{-1, -2, -3, -4\}$

B $\{-1, -2, -4, -5\}$

C $\{1, 2, 3, 4\}$

D $\{1, 2, 4, 5\}$

CSA10072

80 **Which of the following graphs represents a relation that is *not* a function of *x*?**

A

B

C

D

CSA30002

Question Number	Correct Answer	Standard	Year of Release
1	C	1.1	2006
2	B	2.0	2003
3	B	2.0	2005
4	B	2.0	2006
5	D	2.0	2007
6	C	3.0	2003
7	D	3.0	2004
8	A	4.0	2003
9	C	4.0	2005
10	B	5.0	2003
11	B	5.0	2004
12	C	5.0	2004
13	C	5.0	2006
14	B	5.0	2007
15	A	5.0	2007
16	D	24.1	2004
17	D	24.2	2006
18	D	24.2	2007
19	A	24.3	2005
20	B	25.1	2005
21	B	25.2	2006
22	C	25.3	2005
23	C	6.0	2003
24	D	6.0	2004
25	A	6.0	2006
26	A	6.0	2007
27	B	6.0	2007
28	C	7.0	2003
29	A	7.0	2004
30	C	7.0	2005
31	C	7.0	2007
32	D	8.0	2003
33	A	8.0	2004
34	C	9.0	2003
35	D	9.0	2004

Question Number	Correct Answer	Standard	Year of Release
36	D	9.0	2006
37	A	9.0	2006
38	A	9.0	2007
39	B	10.0	2004
40	D	10.0	2005
41	A	10.0	2006
42	A	10.0	2006
43	B	10.0	2007
44	C	11.0	2003
45	B	11.0	2004
46	A	11.0	2005
47	B	11.0	2007
48	A	14.0	2004
49	C	14.0	2005
50	C	14.0	2005
51	B	14.0	2006
52	D	14.0	2007
53	D	19.0	2003
54	A	19.0	2005
55	C	20.0	2003
56	C	20.0	2005
57	D	20.0	2005
58	C	21.0	2003
59	B	21.0	2006
60	B	21.0	2007
61	A	22.0	2004
62	A	23.0	2003
63	C	23.0	2004
64	B	12.0	2003
65	B	12.0	2005
66	A	12.0	2006
67	D	12.0	2007
68	A	13.0	2003
69	D	13.0	2005
70	C	13.0	2006

Question Number	Correct Answer	Standard	Year of Release
71	C	13.0	2007
72	A	15.0	2003
73	B	15.0	2004
74	D	15.0	2006
75	A	15.0	2006
76	A	15.0	2007
77	B	16.0	2004
78	A	17.0	2004
79	D	17.0	2005
80	D	18.0	2007