

THE COLLEGE BOARD ACHIEVEMENT

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TESTS

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14 TESTS IN 13 SUBJECTS

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TESTS PLUS FULL DESCRIPTIONS
OF WHAT EACH IS LIKE

THE COLLEGE BOARD

Mathematics Achievement Test, Level II

The test that follows is an edition of the Mathematics Achievement Test, Level II, administered in November 1982. So that you will have an idea of what the actual test administration will be like, try to take this test under conditions as close as possible to those of the actual test. It will probably help if you

- Set aside an hour for the test when you will not be interrupted, so that you can complete all of it in one sitting.
- Sit at a desk with no other papers or books. You can't take a calculator, a dictionary, other books, or notes into the test room.
- Have a kitchen timer or clock in front of you for timing yourself.
- Tear out an answer sheet from the back of this book and fill it in just as you would on the day of the test. You can use one answer sheet for as many as three Achievement Tests.
- Read the instructions that precede the test. When you take the test, you will be asked to read them before you begin answering questions.
- After you finish the test, read the sections on "How to Score the Mathematics Achievement Test, Level II," and "Reviewing Your Test Performance," which follow the test.

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MATHEMATICS LEVEL II

The top portion of the section of the answer sheet which you will use in taking the Mathematics Level II test must be filled in exactly as shown in the illustration below. Note carefully that you have to do all of the following on your answer sheet:

1. Print MATHEMATICS LEVEL II on the line to the right of the words "Achievement Test."
2. Blacken spaces 1 and 7 in the row of spaces immediately under the words "Test Code."
3. Blacken space 5 in the group of five spaces labeled X.
4. Blacken space 4 in the group of five spaces labeled Y.

| TEST CODE | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|
| | ● | ② | ③ | ④ | ⑤ | ⑥ | ● | ⑧ | ⑨ | ⑩ | |
| X | ① | ② | ③ | ④ | ● | Y | ① | ② | ③ | ● | ⑤ |
| Q | ① | ② | ③ | ④ | ⑤ | ⑥ | ⑦ | ⑧ | ⑨ | | |

ACHIEVEMENT TEST: MATHEMATICS LEVEL II
(Print)

You are to leave blank the nine spaces which are labeled Q.

When the supervisor gives the signal, turn the page and begin the Mathematics Level II test. There are 100 numbered spaces on the answer sheet and 50 questions in the Mathematics Level II test. Therefore, use only spaces 1 to 50 for recording your answers.

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MATHEMATICS LEVEL II

For each of the following problems, decide which is the best of the choices given. Then blacken the corresponding space on the answer sheet.

Notes: (1) Figures that accompany problems in this test are intended to provide information useful in solving the problems. They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that its figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

(2) Unless otherwise specified, the domain of a function f is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

USE THIS SPACE FOR SCRATCHWORK

1. The set of all ordered pairs (x, y) that satisfy the

$$\text{system } \begin{cases} y = x \\ xy = 1 \end{cases} \text{ is}$$

- (A) $\{(-1, -1)\}$ (B) $\{(-1, 1)\}$ (C) $\{(1, 1)\}$
(D) $\{(-1, -1), (1, 1)\}$ (E) $\{(-1, 1), (1, -1)\}$

2. If k is an integer less than zero, which of the following is less than zero?

- (A) $-k$ (B) $-(-k)$ (C) $(-k)^2$ (D) $(k)^2$ (E) $-(k)^3$

3. When a certain integer is divided by 5, the remainder is 3. What is the remainder when 4 times that integer is divided by 5?

- (A) 0 (B) 1 (C) 2 (D) 3 (E) 4

4. If $f(x) = -x^2 + 3x + k$ and if $f(-1) = 0$, then $k =$

- (A) 4 (B) 2 (C) 0 (D) -2 (E) -4

5. If functions f , g , and h are defined by $f(x) = 2x$, $g(x) = x + 1$, and $h(x) = x^2$, then $f(g(h(3))) =$

- (A) 14 (B) 16 (C) 18 (D) 20 (E) 22

GO ON TO THE NEXT PAGE

MATHEMATICS LEVEL II—Continued

USE THIS SPACE FOR SCRATCHWORK.

6. During the first 2 hours of a 300-mile trip, a car is driven at an average speed of k miles per hour. At what average speed, in miles per hour, must the car be driven for the rest of the distance if the trip takes 4 more hours?

- (A) $\frac{k}{2} - 75$ (B) $75 - \frac{k}{2}$ (C) $\frac{1}{75} - \frac{2}{k}$
 (D) $\frac{2}{k} - \frac{1}{75}$ (E) $75 - k$

7. If $f(x) = x^2 - x$, then $f(a - 1) =$

- (A) $a^2 - a$ (B) $a^2 - a - 1$ (C) $a^2 - a + 1$
 (D) $a^2 - a + 2$ (E) $a^2 - 3a + 2$

8. The midpoint of the line segment joining the points $(4, 3)$ and $(3, 4)$ is

- (A) $(7, 7)$ (B) $\left(\frac{7}{2}, \frac{7}{2}\right)$ (C) $\left(\frac{5}{2}, \frac{5}{2}\right)$
 (D) $\left(2, \frac{3}{2}\right)$ (E) $\left(\frac{1}{2}, -\frac{1}{2}\right)$

9. In Figure 1, if PQ is a diameter of the circle, R is a point on the circle, and $\cos x = \frac{2}{3}$, then $\cos y =$

- (A) $\frac{2\sqrt{5}}{25}$ (B) $\frac{\sqrt{5}}{3}$ (C) $\frac{2\sqrt{5}}{5}$ (D) $\frac{3\sqrt{5}}{5}$ (E) $\frac{3\sqrt{5}}{2}$

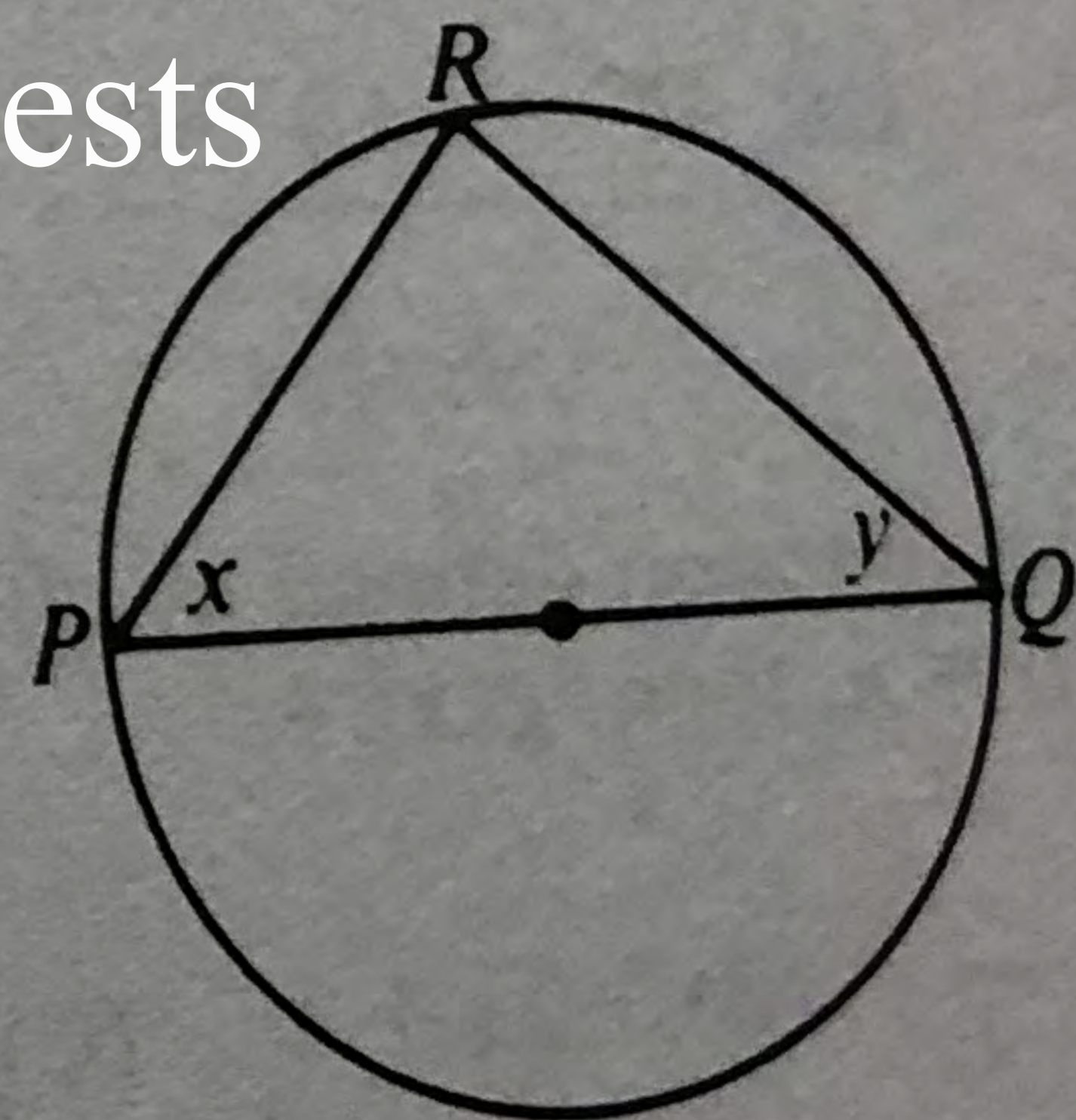


Figure 1

10. The "spread" of a point (x, y) in the rectangular coordinate plane is defined as $|x| + |y|$. Which of the following points has the same spread as $\left(\frac{3}{2}, -\frac{1}{2}\right)$?

- (A) $(-1, 0)$ (B) $\left(0, \frac{1}{2}\right)$ (C) $\left(\frac{1}{2}, \frac{1}{2}\right)$
 (D) $(1, -1)$ (E) $(2, 1)$

GO ON TO THE NEXT PAGE

11. If a square region is rotated 360° around one of its sides as an axis, the solid generated is a

- (A) cube
- (B) rectangular parallelepiped
- (C) cone
- (D) sphere
- (E) cylinder

12. If $f(x, y) = x^2 + xy + y^2$ for all real numbers x and y , which of the following are true?

- I. $f(x, y) = f(x, -y)$
- II. $f(x, y) = f(-x, y)$
- III. $f(x, y) = f(-x, -y)$

- (A) I only (B) II only (C) III only
- (D) I and II only (E) I, II, and III

13. An angle measure of $\frac{\pi}{12}$ radians is equivalent to an angle measure of

- (A) 15° (B) 18° (C) 30° (D) 36° (E) 45°

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14. If f is the function defined by $f(x) = 2x - 4$, and if $g(f(x)) = x$, then $g(x) =$

- (A) $\frac{1}{2x-4}$ (B) $-2x + 4$ (C) $x - 2$
- (D) $-\frac{1}{2}x - 2$ (E) $\frac{1}{2}x + 2$

15. The solution set of $\frac{(x+1)^2}{x} > 0$ is

- (A) the empty set (B) $\{x|x > -1\}$ (C) $\{x|x > 0\}$
- (D) $\{x|x > 1\}$ (E) $\{x|x \text{ is any real number}\}$

USE THIS SPACE FOR SCRATCHWORK.

16. In Figure 2, the shaded region is bounded by an ellipse whose area A is given by the formula $A = \pi ab$. If the area of the ellipse is 6π and the area of the small circle with center at O is 4π , what is the area of the large circle with center at O ?

- (A) 5π (B) 6π (C) 7π (D) 8π (E) 9π

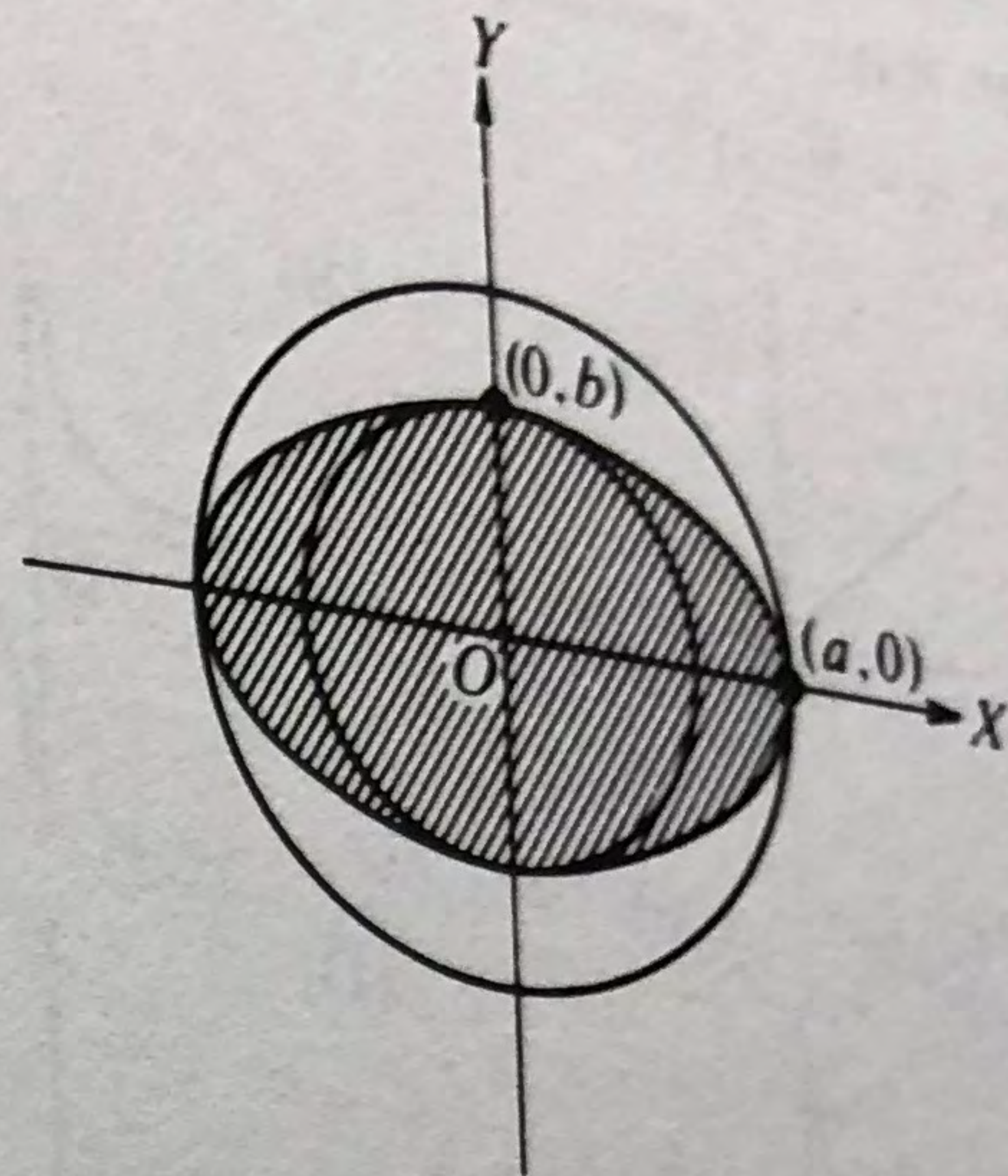


Figure 2

17. Where defined, $\frac{\sec x}{\csc x} =$

- (A) $\tan x$ (B) $\cot x$ (C) $\sin x \cos x$

- (D) $\frac{1}{\sin x \cos x}$ (E) 1

18. In Figure 3, the bases of the right prism are equilateral triangles, each with perimeter 30 centimeters. If the altitude of the prism is 10 centimeters, what is the total surface area of the solid in square centimeters?

- (A) 100 (B) $\frac{250}{\sqrt{3}}$ (C) $100\sqrt{3}$

- (D) 300 (E) $50\sqrt{3} + 300$

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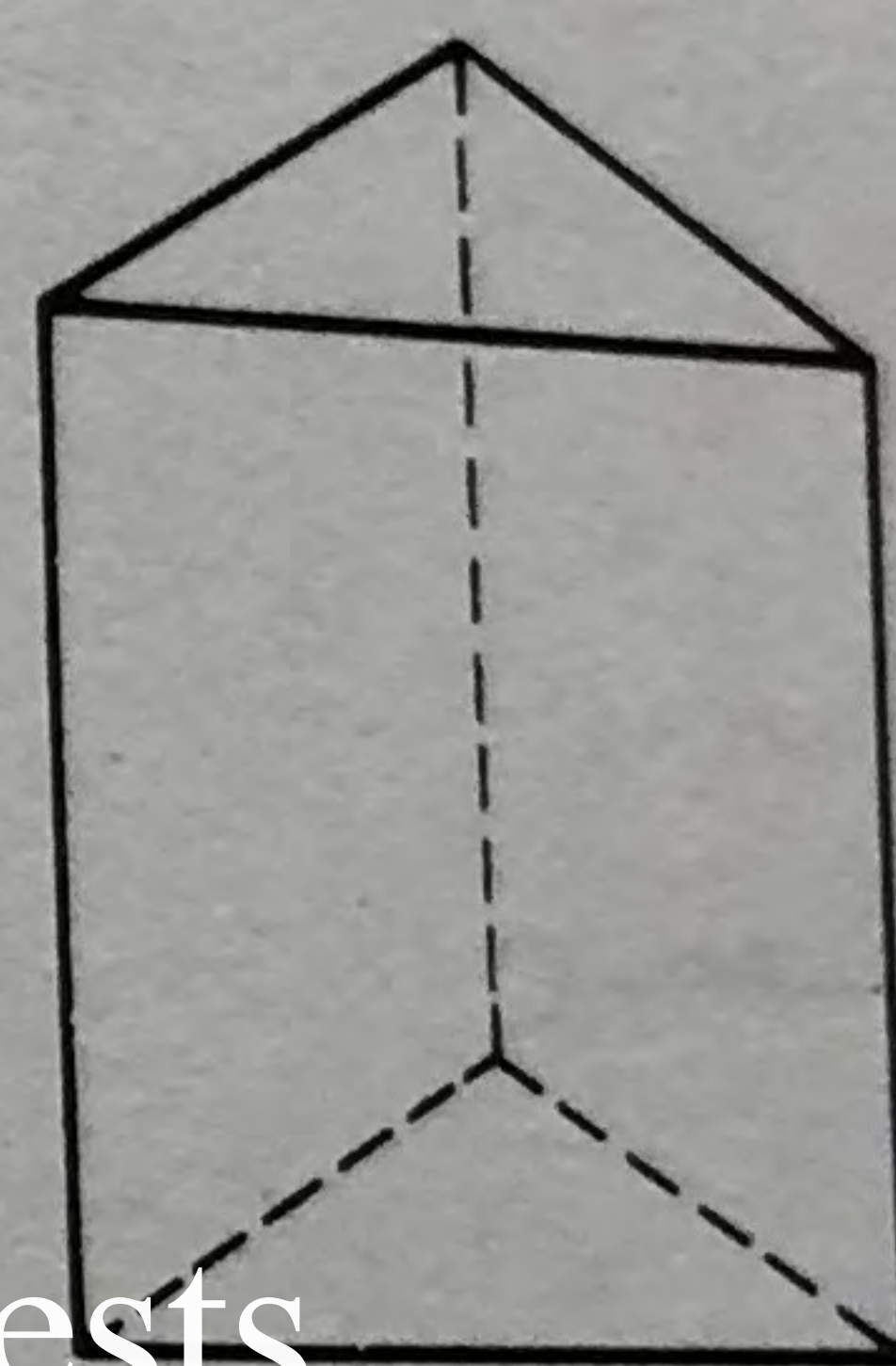


Figure 3

19. A club has 14 members, consisting of 6 men and 8 women. How many slates of 3 officers—president, vice-president, and secretary—can be formed if the president must be a woman and the vice-president must be a man?

- (A) 2,744 (B) 2,184 (C) 672 (D) 576 (E) 336

20. $\log_2 \sqrt{2} =$

- (A) -1 (B) $-\frac{1}{2}$ (C) $\frac{1}{2}$ (D) 1 (E) 2

21. If $f(x) = \frac{x+4}{(x-4)(x^2+4)}$, for what value of x is $f(x)$ undefined?

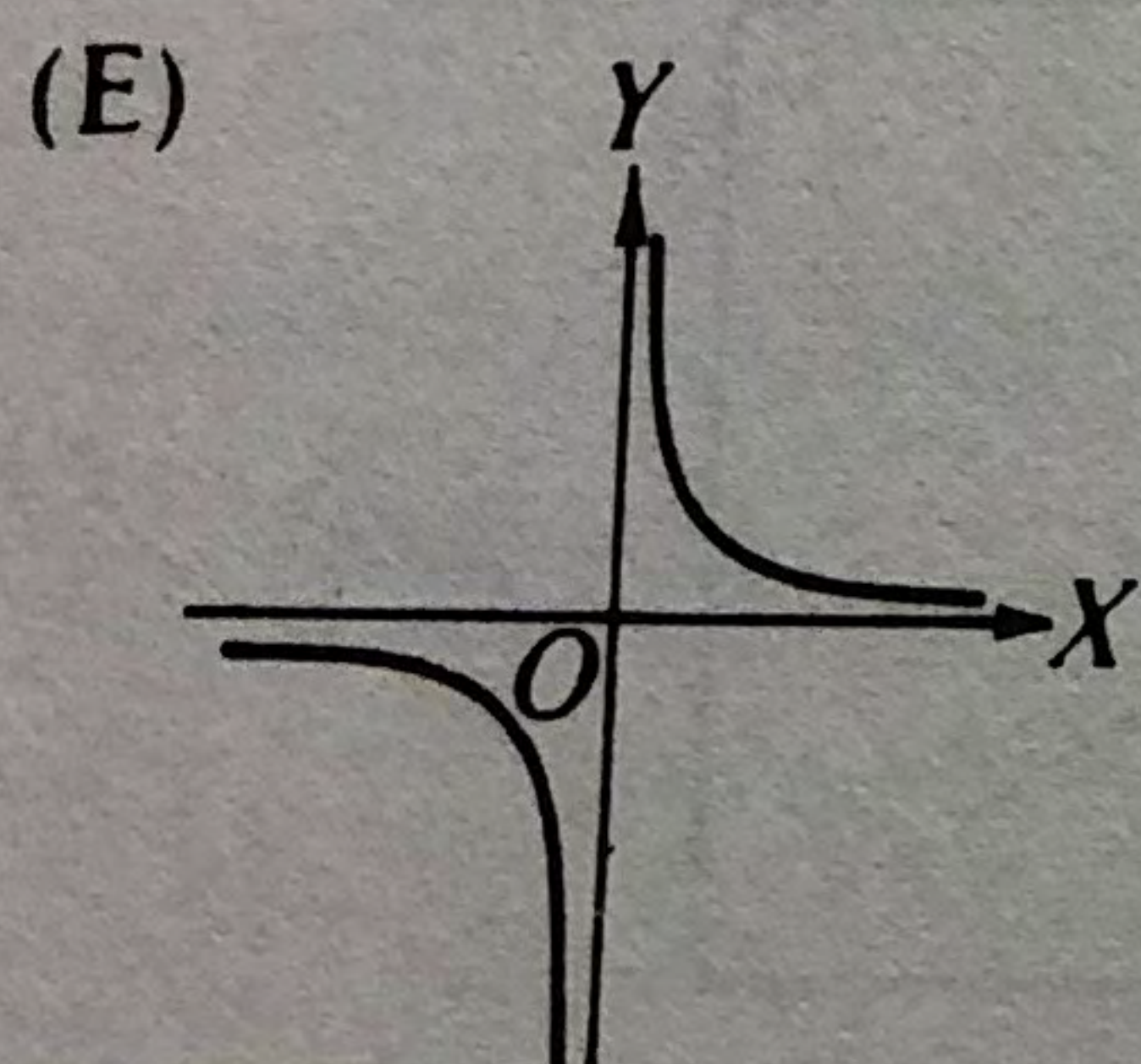
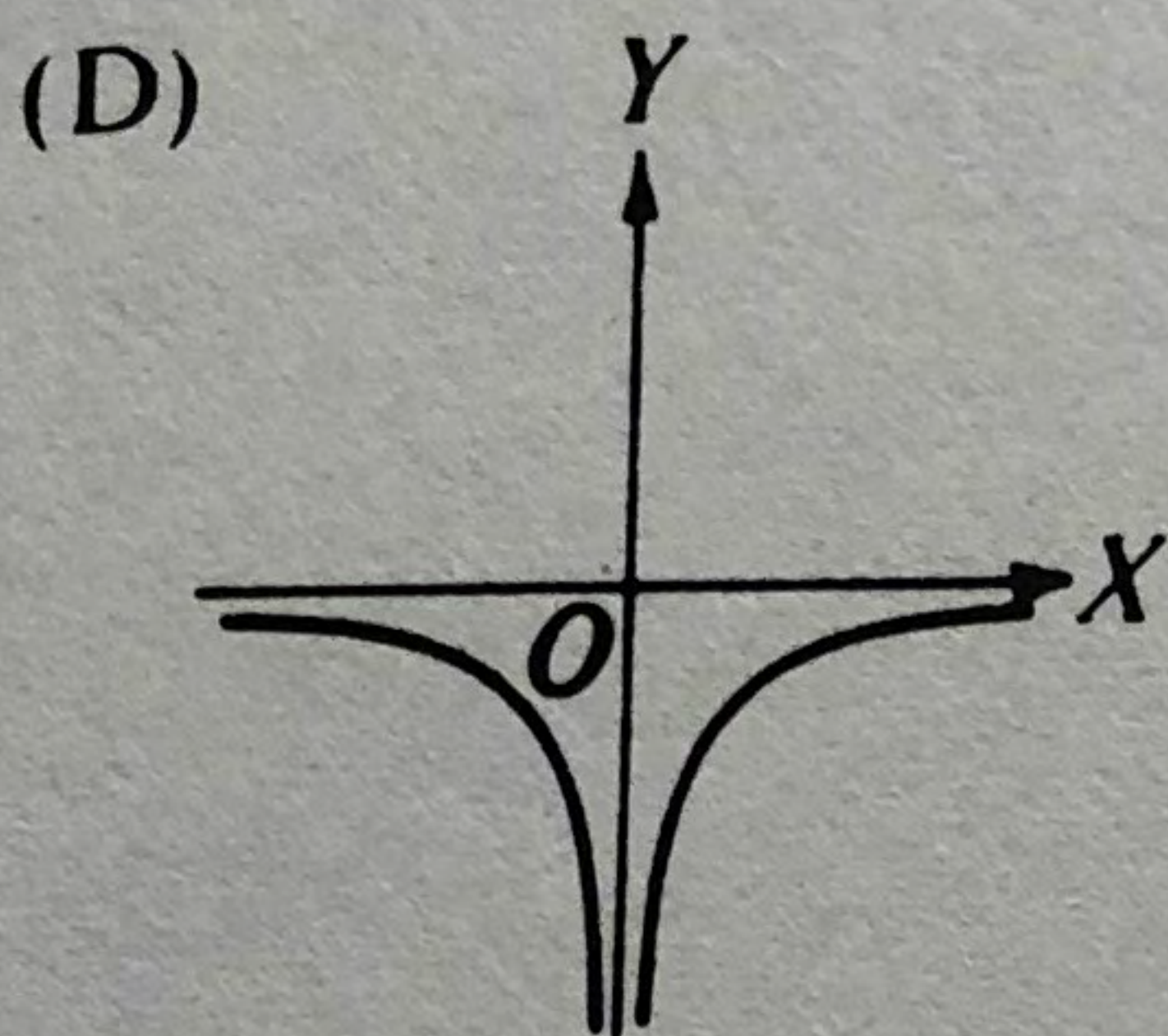
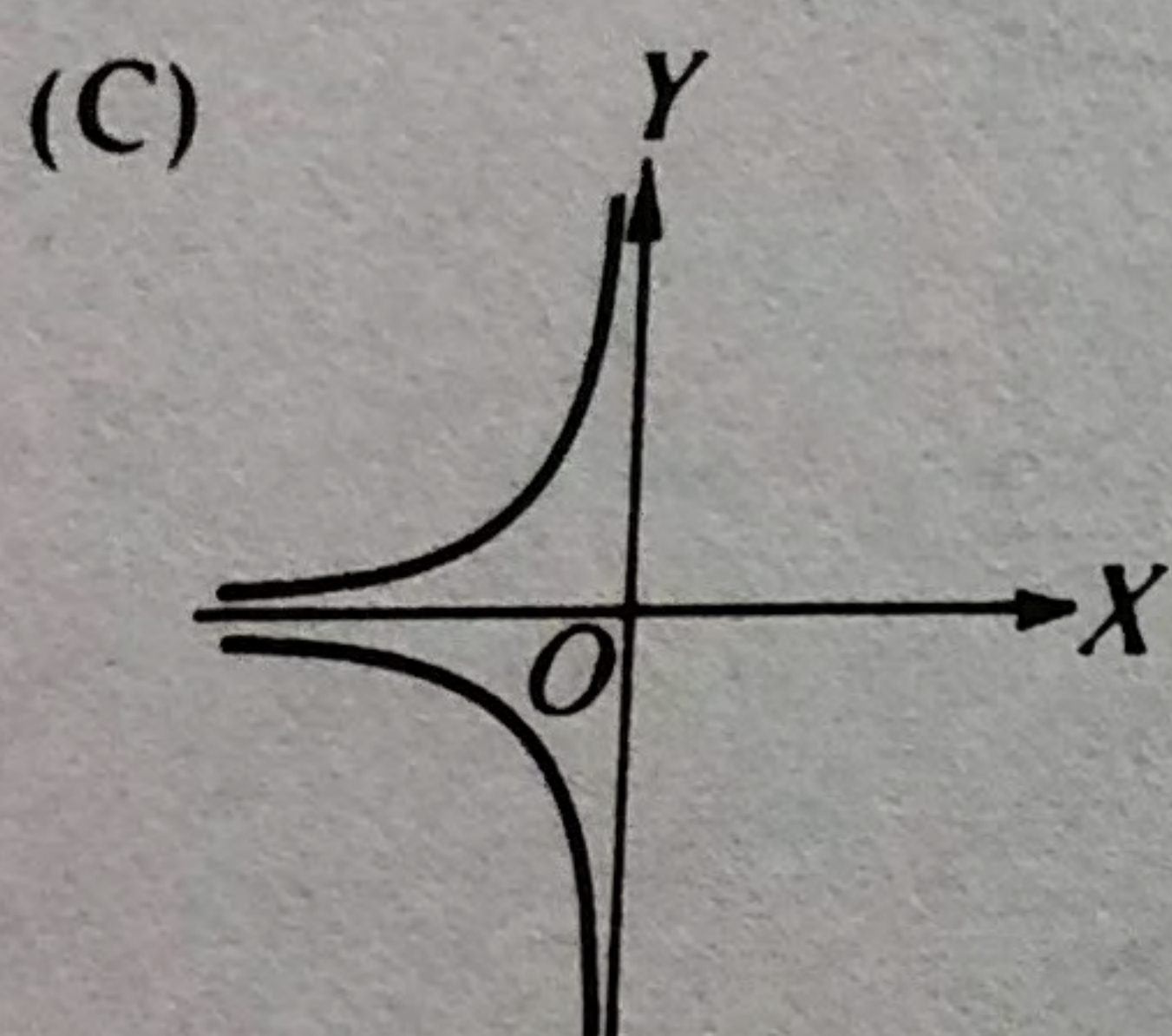
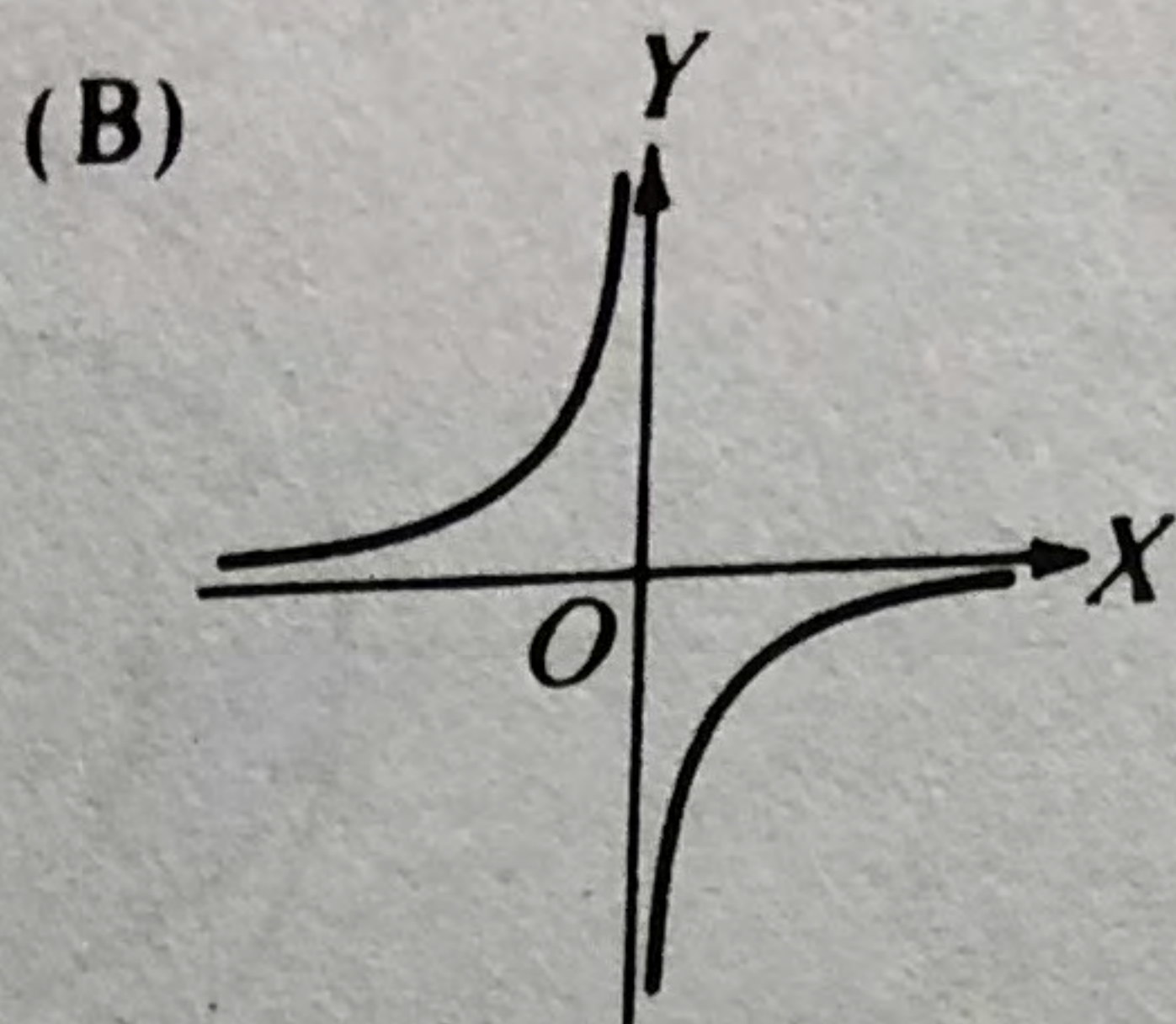
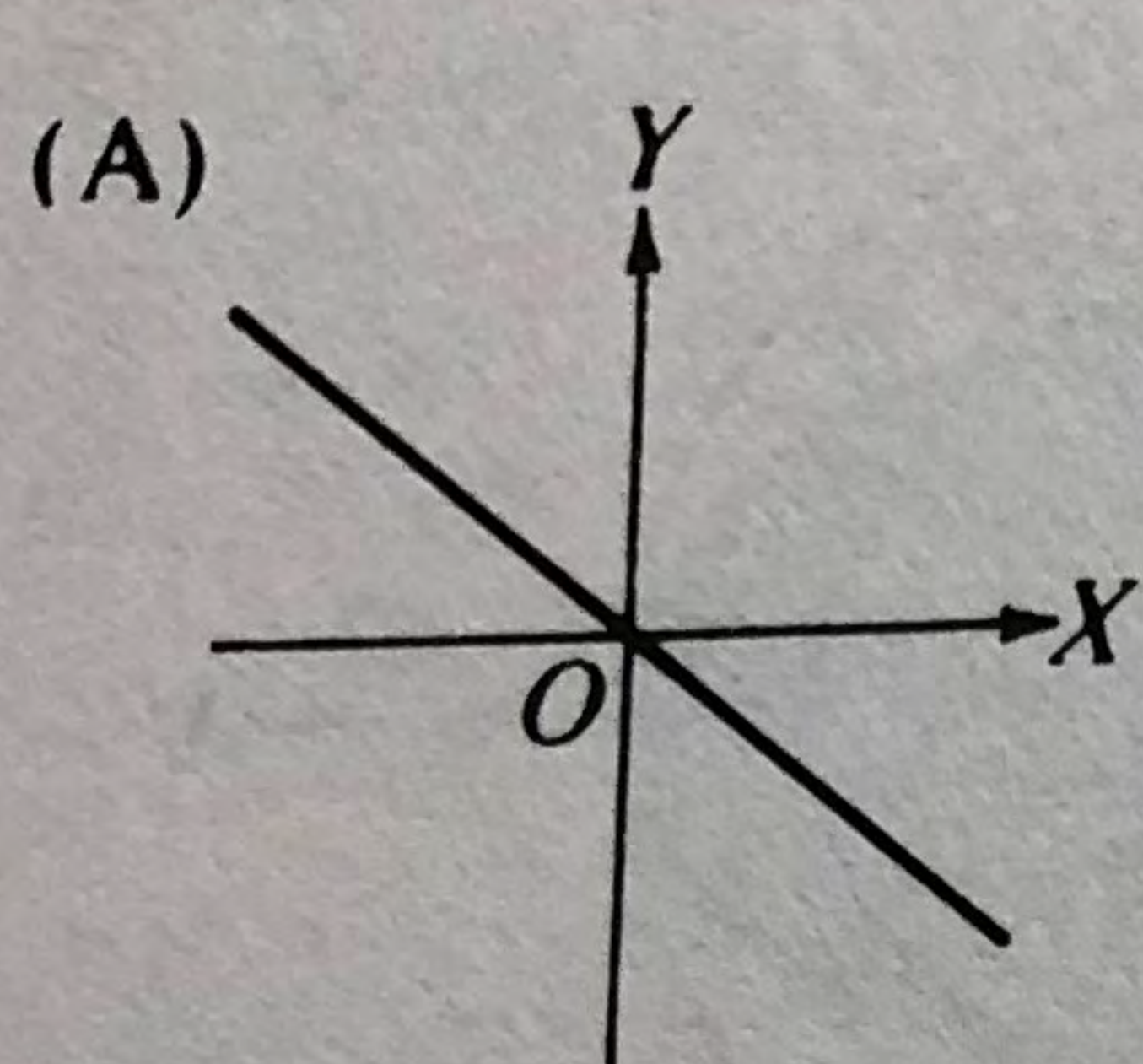
- (A) -4 (B) -2 (C) 0 (D) 2 (E) 4

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MATHEMATICS LEVEL II—Continued

USE THIS SPACE FOR SCRATCHWORK

22. If $f(x) = \frac{1}{x}$, which of the following could be the graph of $y = f(-x)$?



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23. If $0 < x < \frac{3\pi}{2}$ and $\cos \frac{\pi}{2} = \sin \left(\frac{\pi}{2} + x \right)$, then $x =$

- (A) $\frac{\pi}{4}$ (B) $\frac{\pi}{2}$ (C) $\frac{3\pi}{4}$ (D) π (E) $\frac{5\pi}{4}$

24. If the line $y = k$ is tangent to the circle $(x - 2)^2 + y^2 = 9$, then $k =$

- (A) -1 or 4 (B) -3 or 3 (C) -4 or 1
 (D) -6 or 6 (E) -9 or 9

25. If, for all x , $3^x + 3^x + 3^x = k3^{x+1}$, then $k =$

- (A) 9^{3x} (B) 3^{x^3-x-1} (C) 3^{2x-1} (D) 3 (E) 1

MATHEMATICS LEVEL II—Continued

USE THIS SPACE FOR SCRATCHWORK.

26. If $f(x) = (x + 3)^2 + 1$, what is the minimum value of the function f ?

- (A) -3 (B) 0 (C) 1 (D) 3 (E) 4

27. In Figure 4, if $\text{Arcsin } x = \text{Arccos } x$, then $k =$

- (A) x (B) x^2 (C) 1 (D) $1 - x$ (E) $\frac{1}{x}$

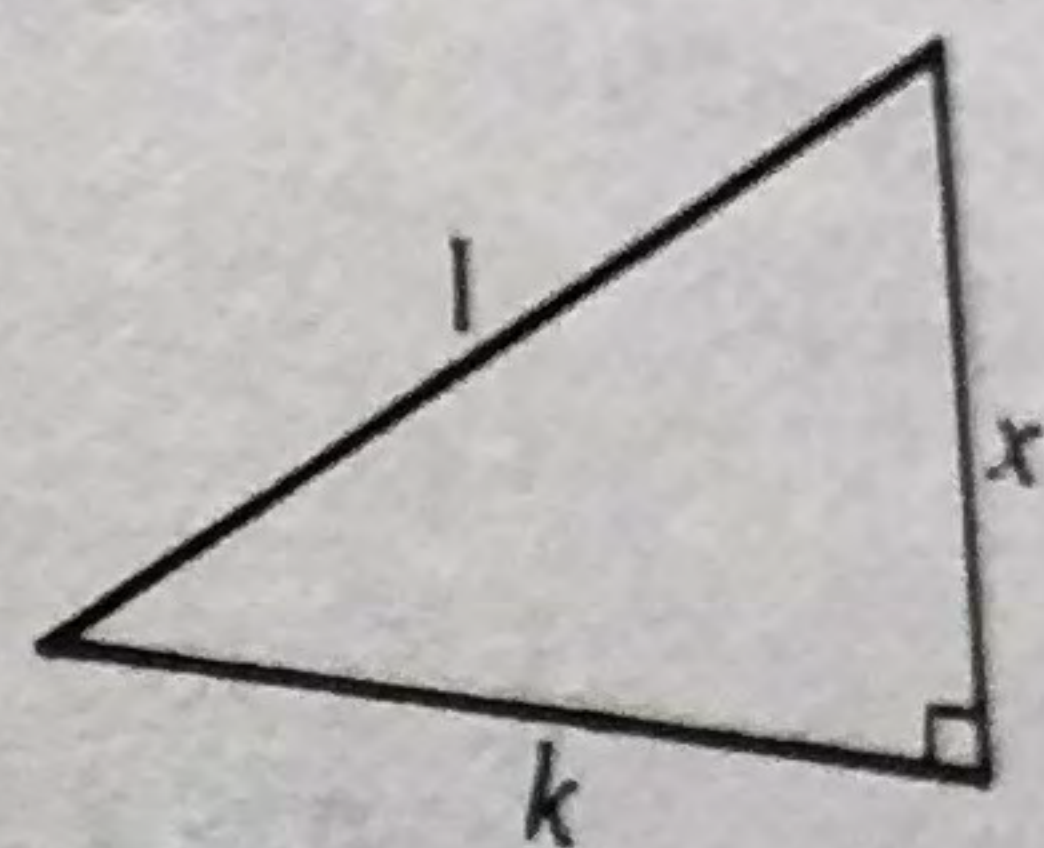
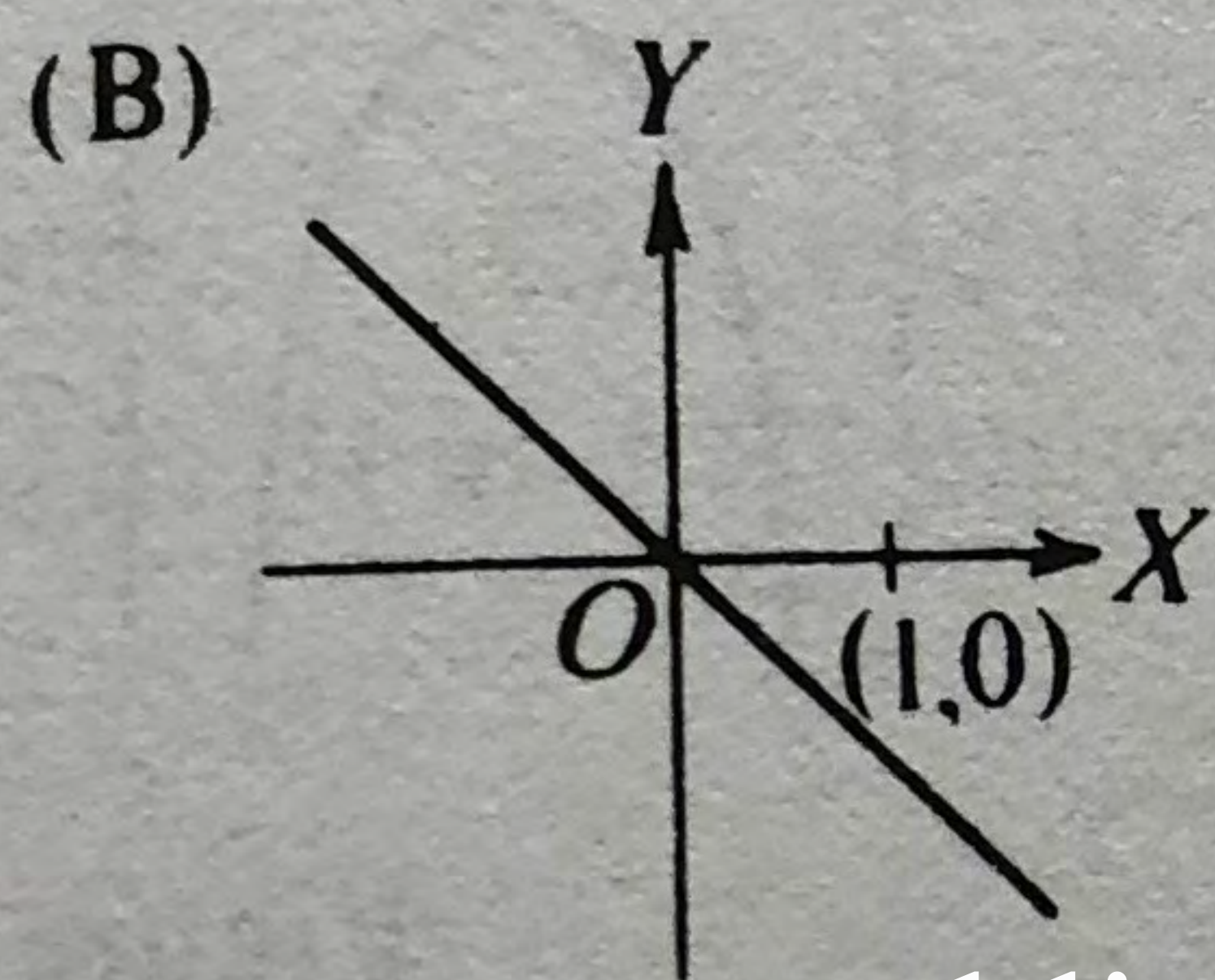
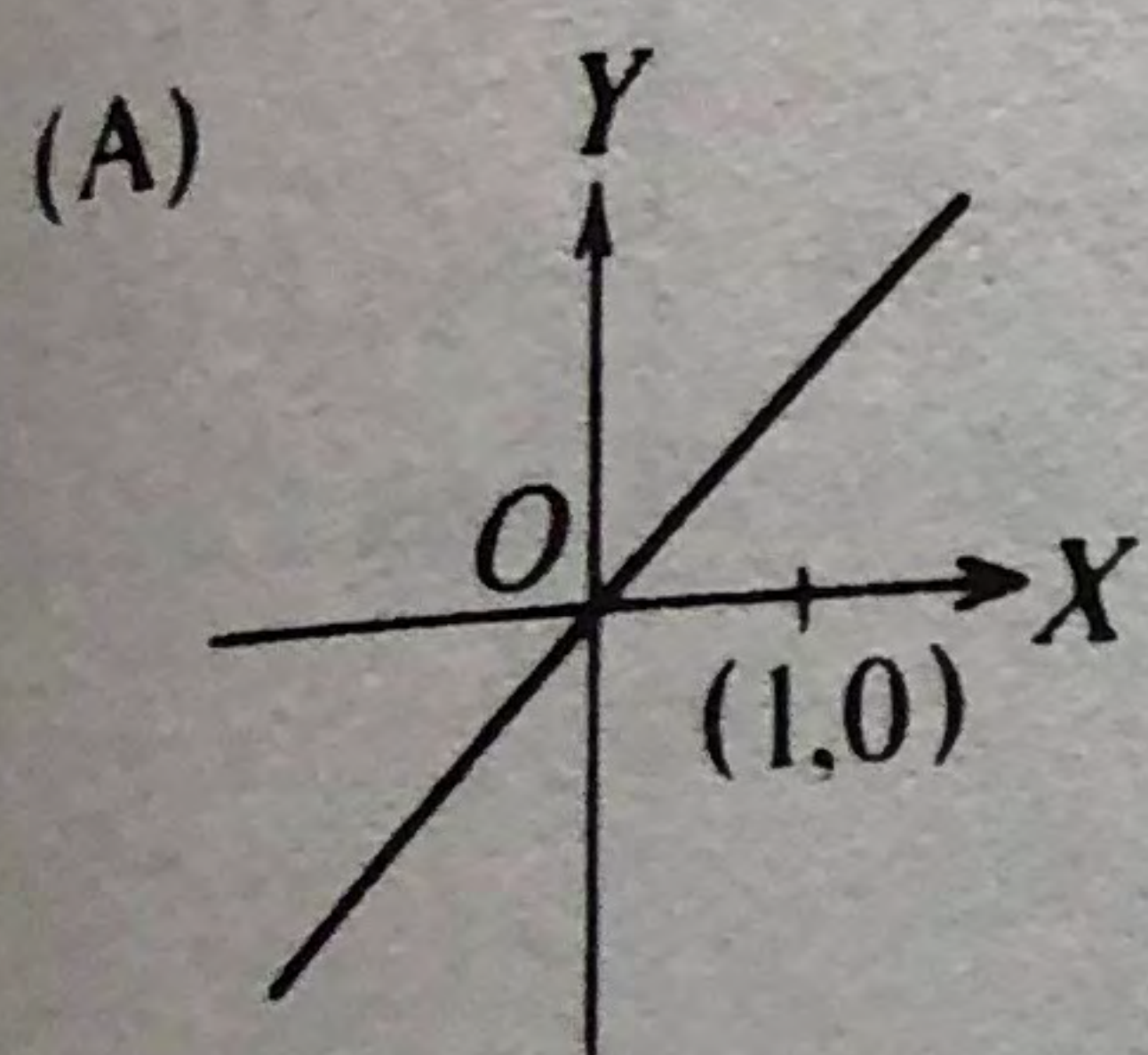


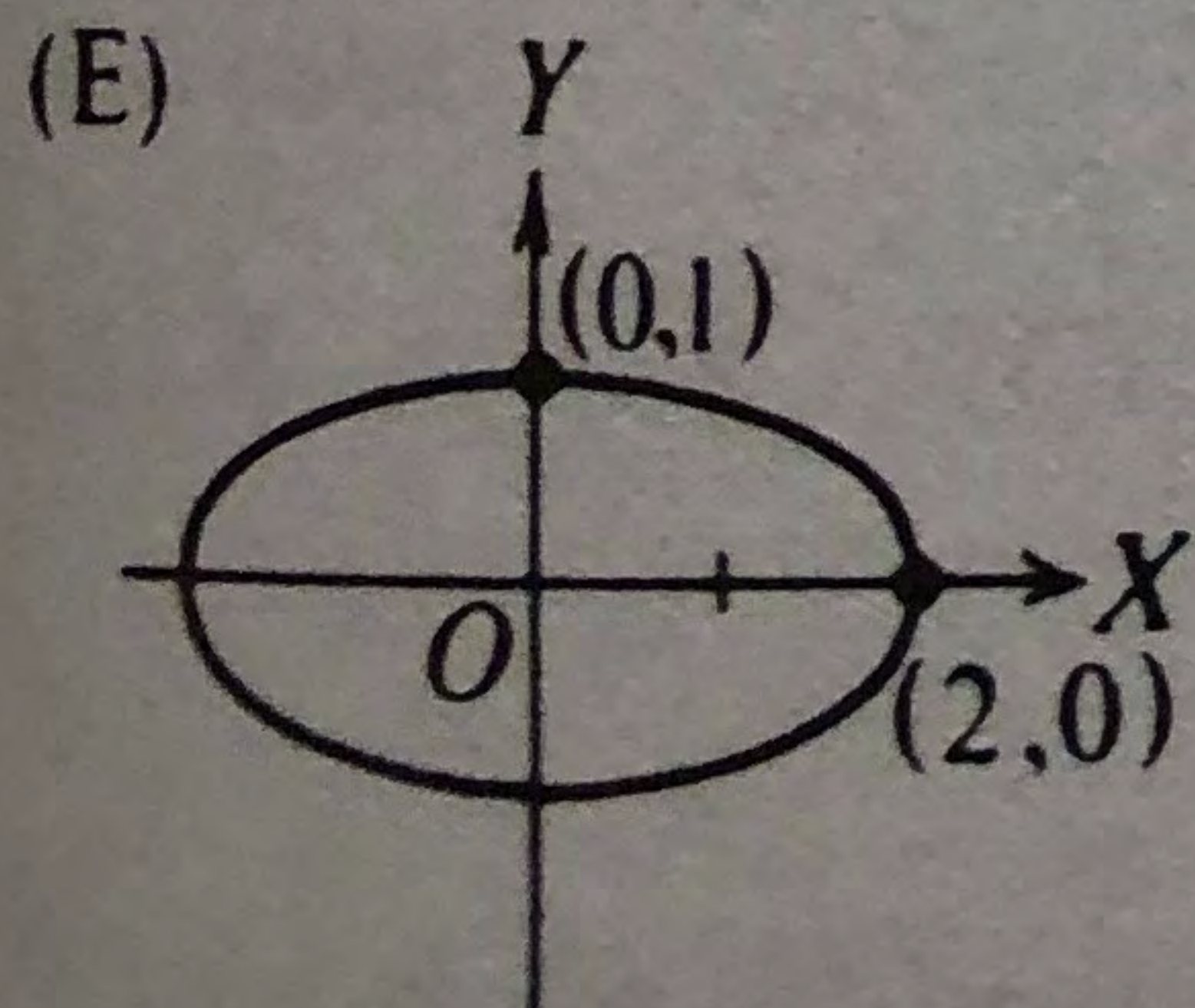
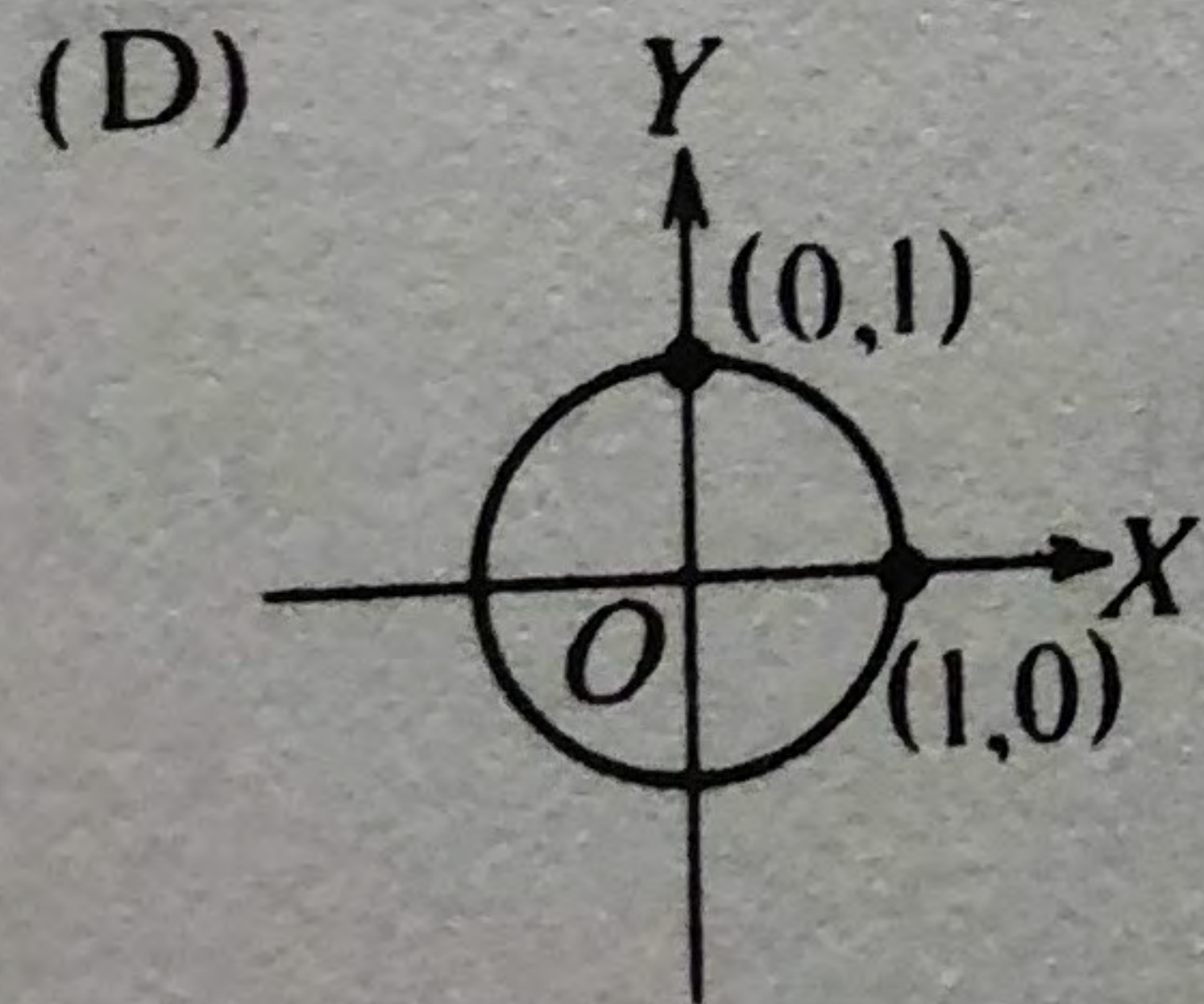
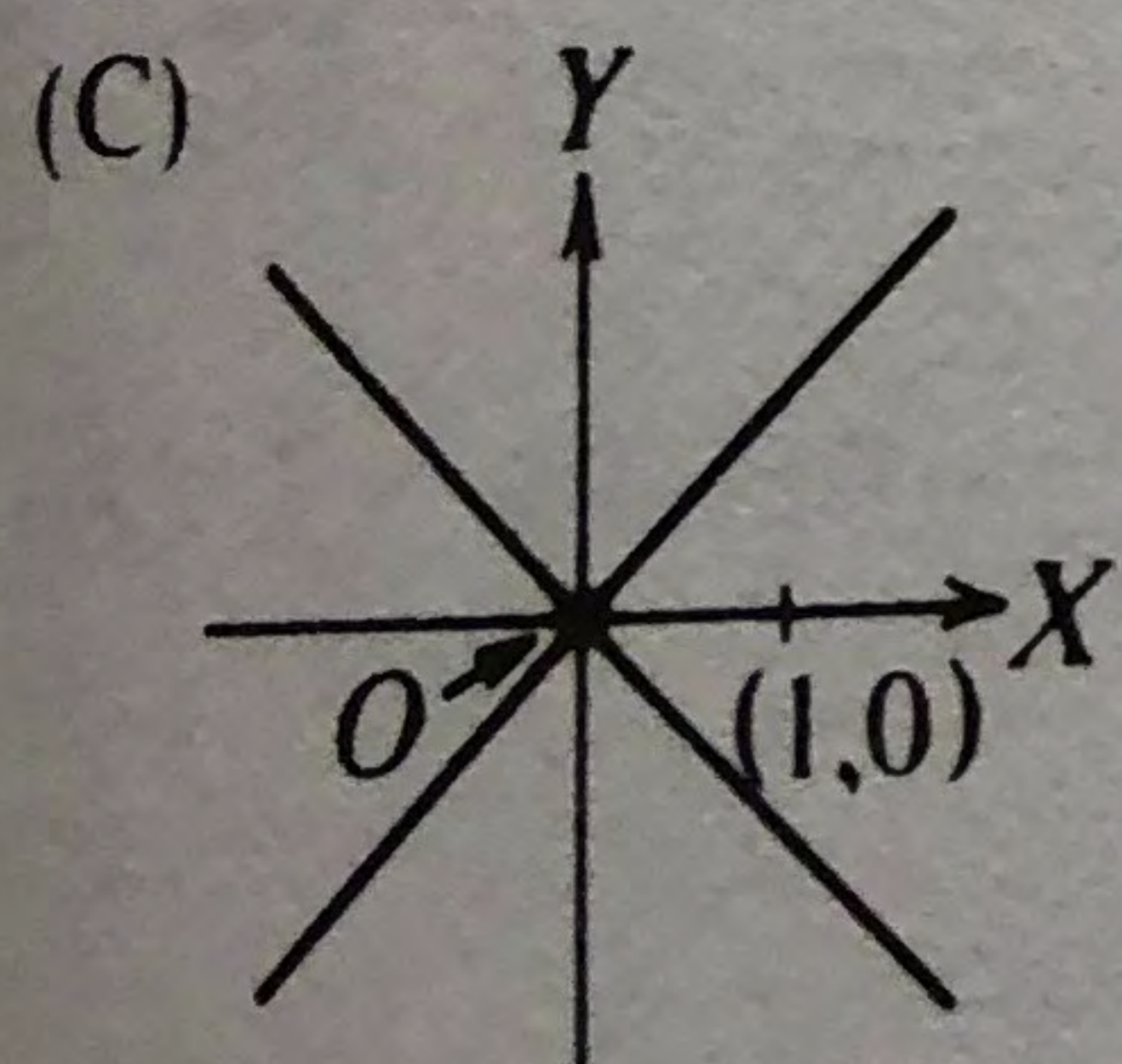
Figure 4

Note: Figure not drawn to scale.

28. Which of the following could be the graph of the set of all pairs (x, y) , where $x = \cos \theta$, $y = \sin \theta$, and $0 \leq \theta < 2\pi$?

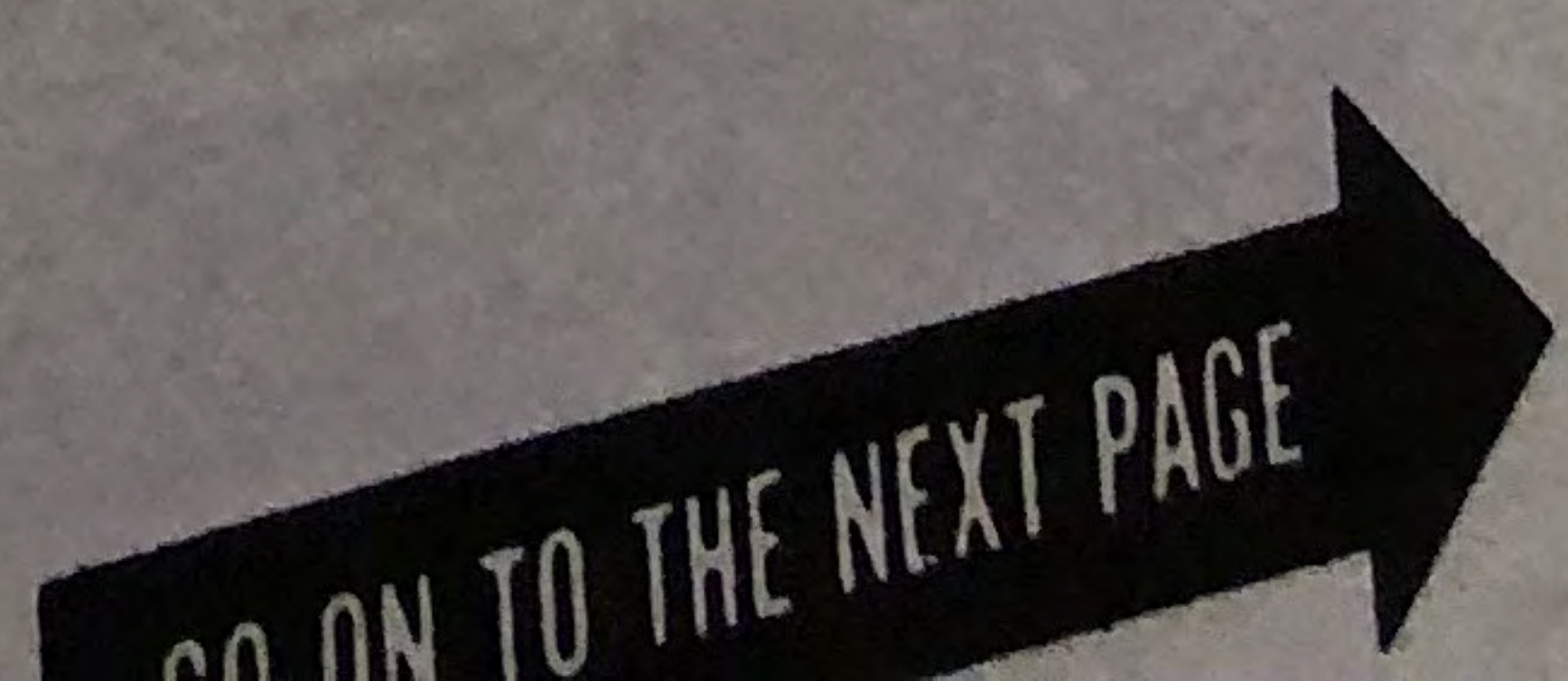


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29. If $x + 2$ is a factor of $2x^3 + x^2 - 2kx + 4$, then k is

- (A) -6 (B) -4 (C) 2 (D) 4 (E) 6



30. If $f(x) = x^2 + x - 6$, then the set of all b for which $f(-b) = f(b)$ is
- (A) all real numbers (B) $\{-3, 2\}$ (C) $\{-2, 3\}$
 (D) $\{0\}$ (E) $\{2\}$

31. If $\sin x = -\cos x$ and $0 \leq x \leq \pi$, then $x =$

- (A) $\frac{\pi}{4}$ (B) $\frac{\pi}{3}$ (C) $\frac{\pi}{2}$ (D) $\frac{2\pi}{3}$ (E) $\frac{3\pi}{4}$

32. Which of the following could be an equation of the graph shown in Figure 5?

- (A) $y = \sin x + 1$ (B) $y = \cos x - 1$ (C) $y = \csc x - 1$
 (D) $y = \sec x - 1$ (E) $y = \csc x + 1$

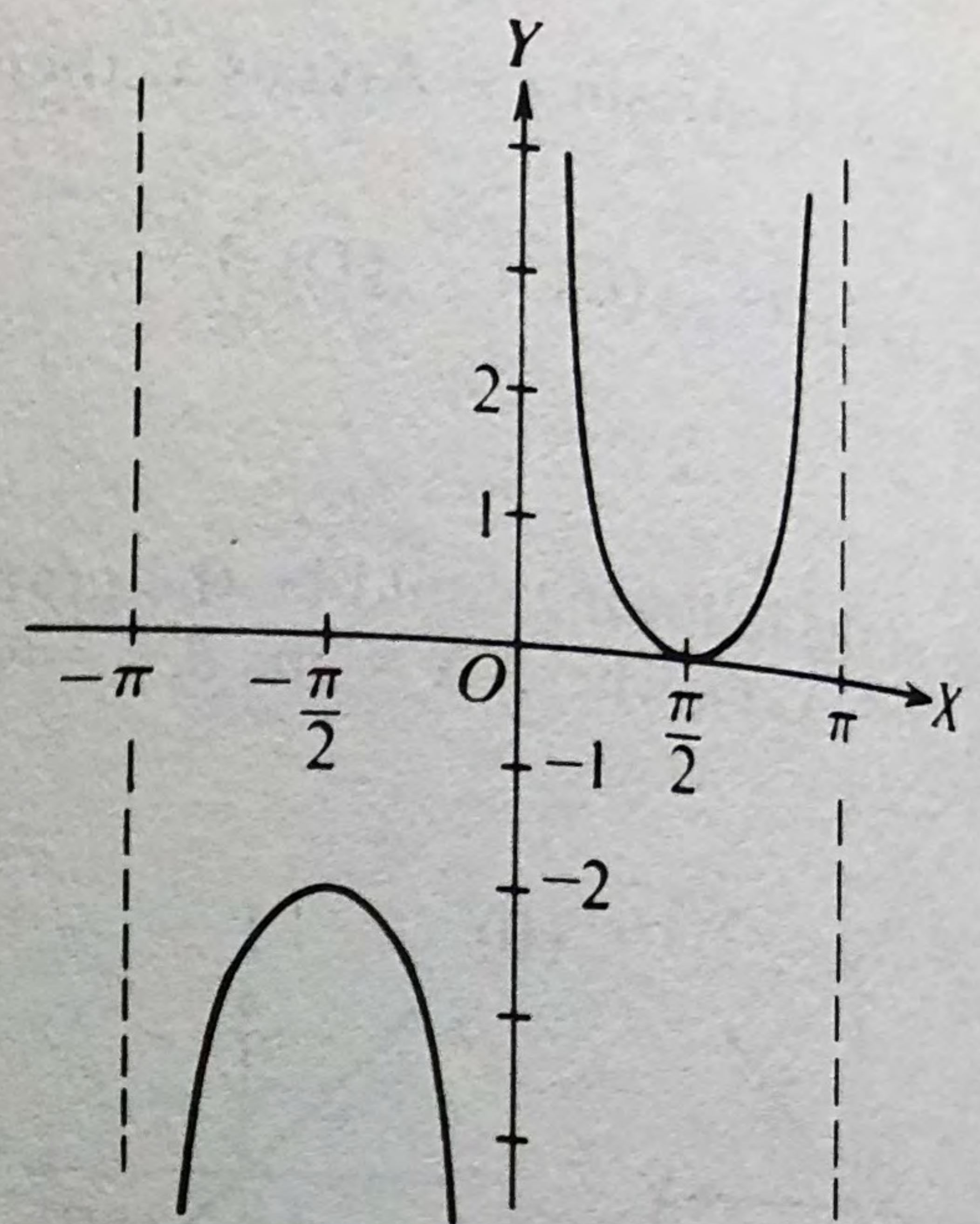


Figure 5

33. $(-i)^n$ is a negative real number if $n =$

- (A) 21 (B) 22 (C) 23 (D) 24 (E) 25

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34. If, for all x , $f(x) = a^x$ and $f(x+3) = 8f(x)$, then $a =$

- (A) 0 (B) 1 (C) 2 (D) 4 (E) 8

35. If $\sin x = \frac{1}{2}$ and $0 \leq x \leq \frac{\pi}{2}$, then $\sin 2x =$

- (A) $-\frac{\sqrt{3}}{2}$ (B) $-\frac{1}{2}$ (C) 0 (D) $\frac{\sqrt{3}}{2}$ (E) 1

36. $\frac{(n-1)!}{n!} + \frac{(n+1)!}{n!} =$

- (A) $\frac{n-1}{n}$ (B) $\frac{n^2+1}{n}$ (C) $\frac{n^2-1}{n}$

- (D) $\frac{n+1}{n}$ (E) $\frac{n^2+n+1}{n}$

MATHEMATICS LEVEL II—Continued

USE THIS SPACE FOR SCRATCHWORK.

37. What is the range of the function defined by $f(x) = \frac{1}{x} + 2$?

- (A) All real numbers
(B) All real numbers except $-\frac{1}{2}$
(C) All real numbers except 0
(D) All real numbers except 2
(E) All real numbers between 2 and 3

38. If $a > b$ and $c > d$, which of the following must be true?

- I. $a + c > b + d$
II. $ac > bd$
III. $a > d$

- (A) I only (B) II only (C) I and II only
(D) I and III only (E) II and III only

39. If $\sum_{k=0}^{10} (3 + k) = X + \sum_{k=0}^{10} k$, then $X =$

- (A) 3 (B) 10 (C) 11 (D) 30 (E) 33

40. How many different sets of two parallel edges are there in a cube?


- (A) 6 (B) 8 (C) 12 (D) 18 (E) 24

41. Which of the following defines a function that will associate a positive integer y with each positive integer x so that x and y have the same tens' digit?

- (A) $y = 10x$ (B) $y = 11x$ (C) $y = 100x$
(D) $y = 101x$ (E) $y = 111x$

42. If two fair dice are tossed, what is the probability that the sum of the number of dots on the top faces will be 10?

- (A) $\frac{1}{36}$ (B) $\frac{1}{18}$ (C) $\frac{1}{12}$ (D) $\frac{1}{9}$ (E) $\frac{1}{6}$

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MATHEMATICS LEVEL II—Continued

USE THIS SPACE FOR SCRATCHWORK.

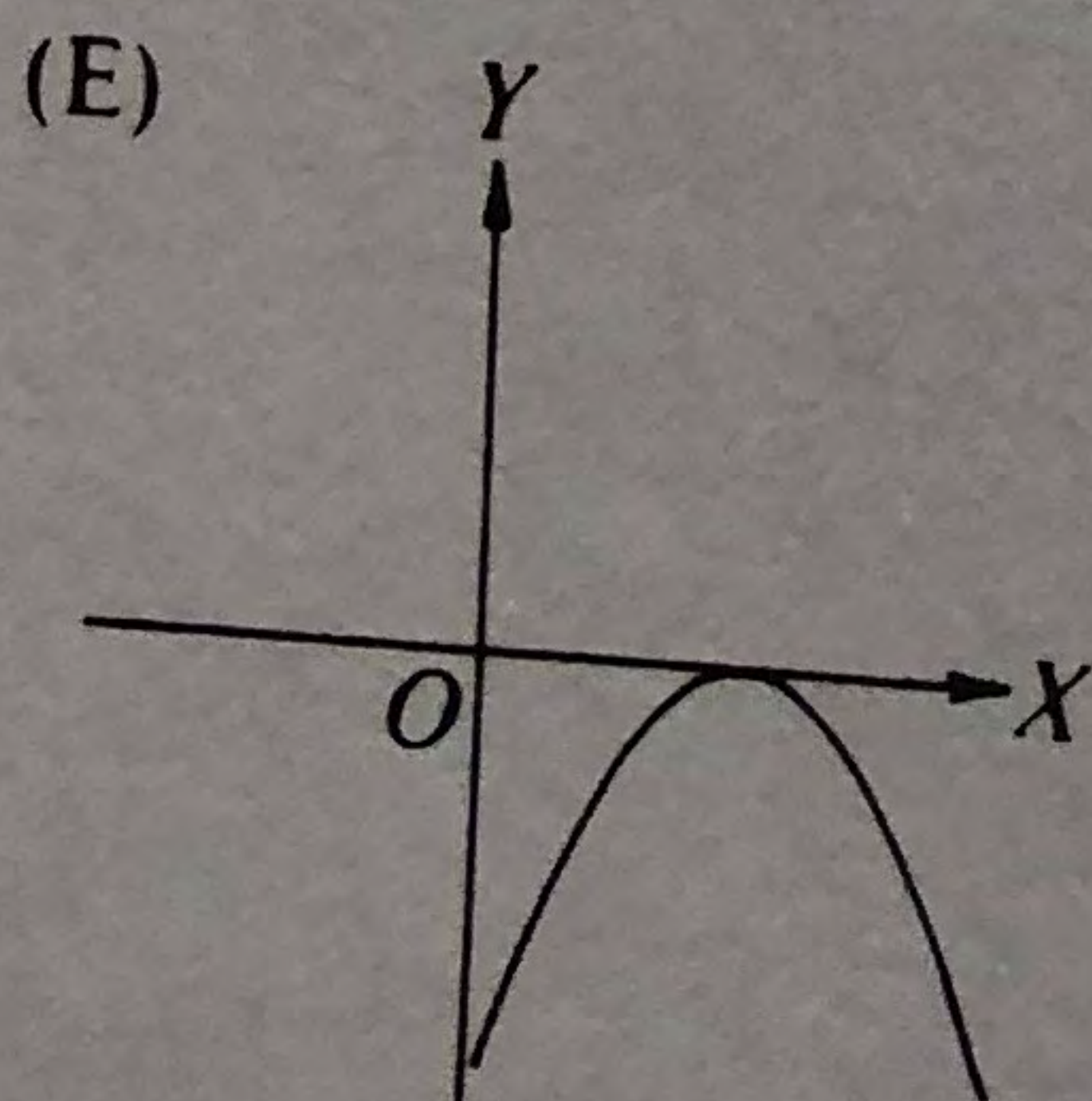
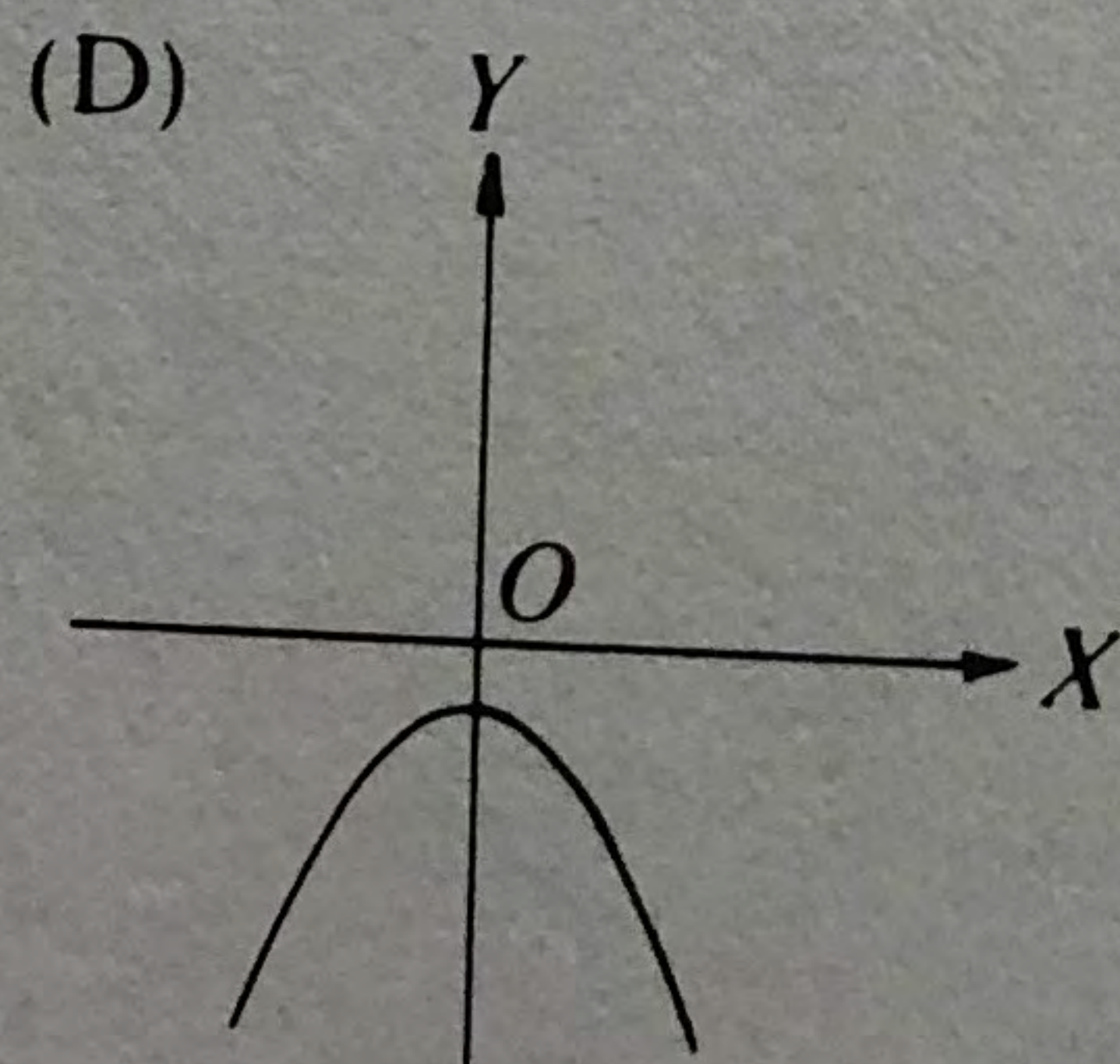
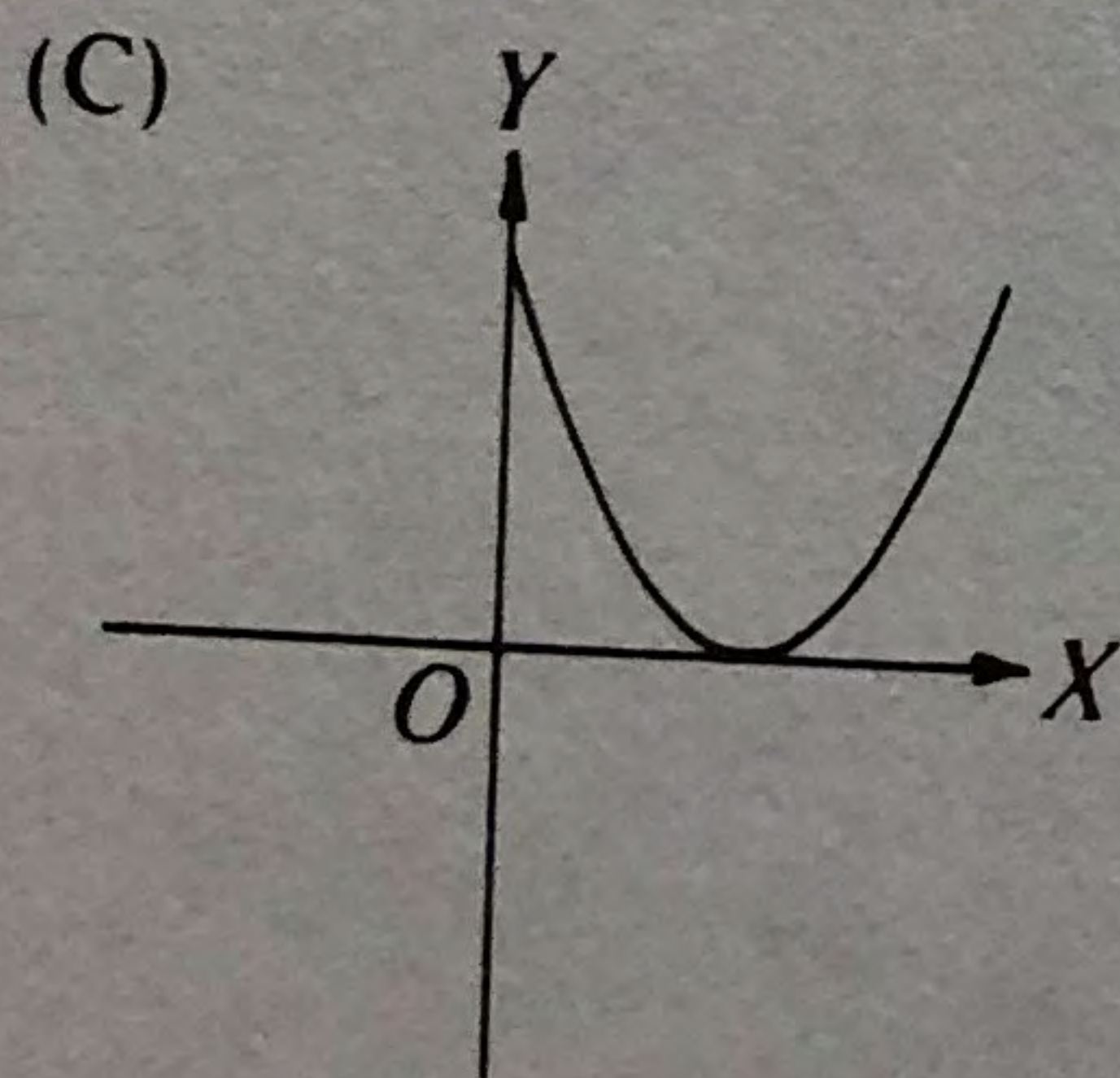
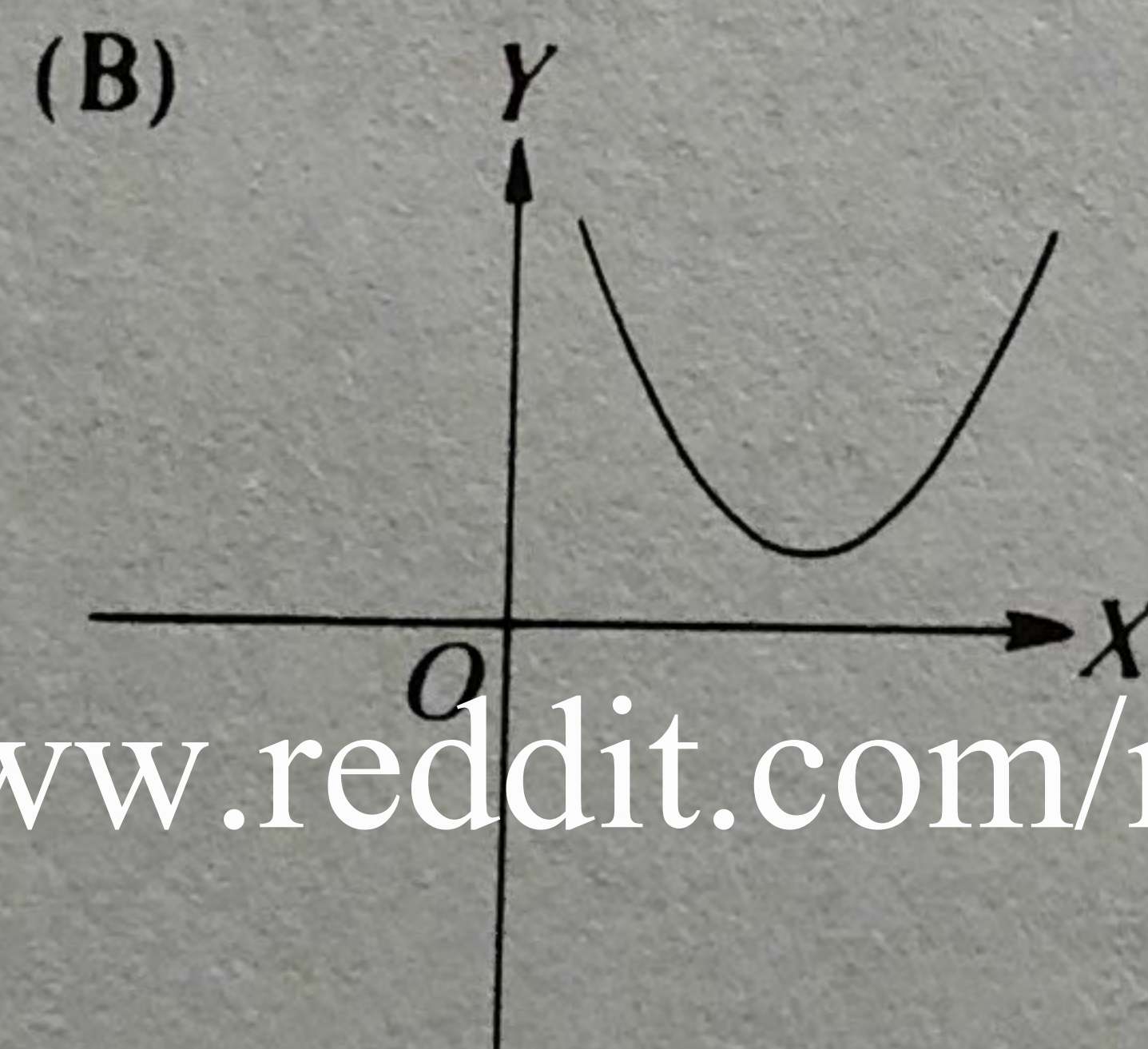
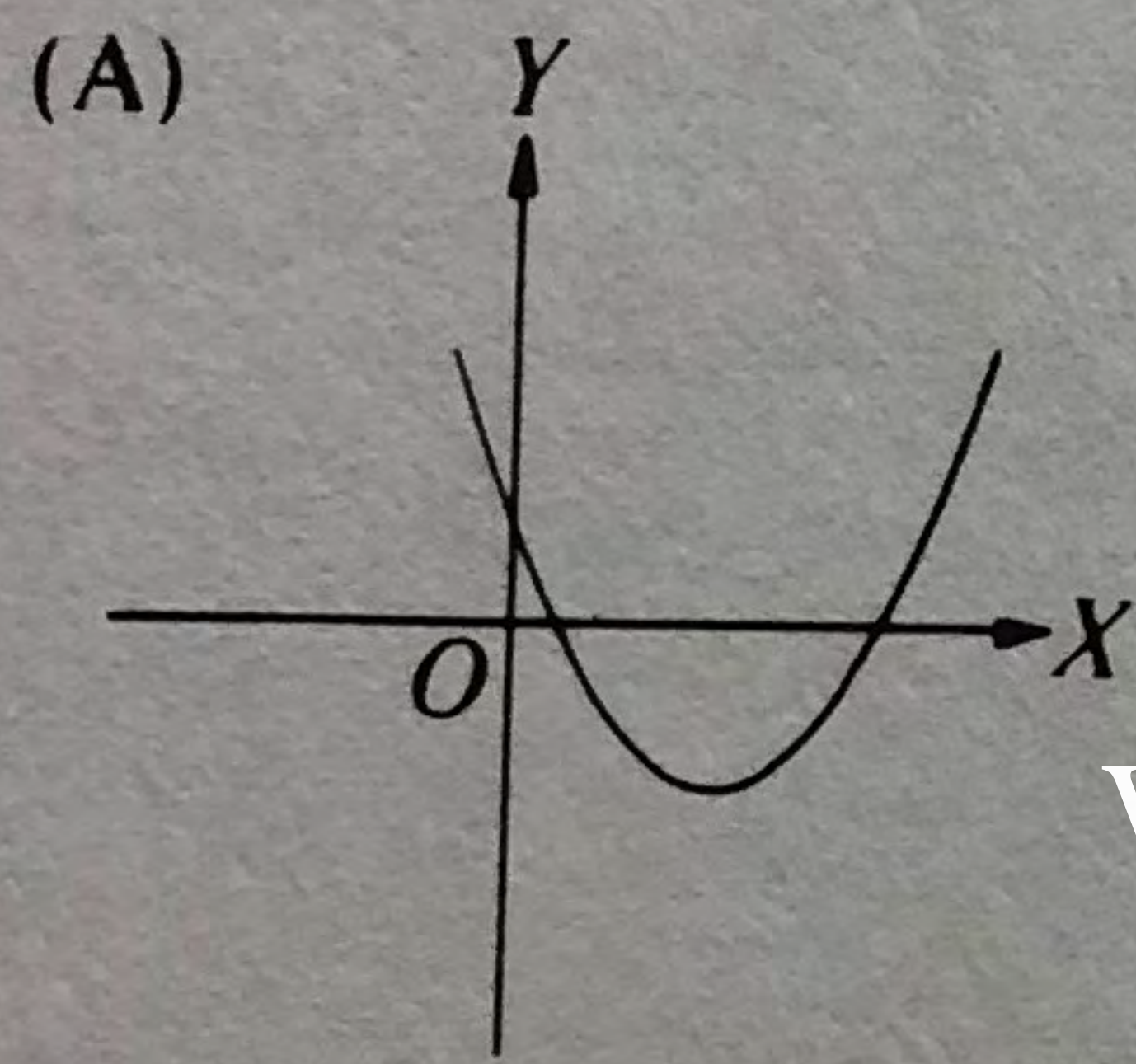
43. Three vertices of a cube, no two of which lie on the same edge, are joined to form a triangle. If an edge of the cube has length 1, what is the area of the triangle?

- (A) $\frac{\sqrt{6}}{2}$ (B) $\frac{\sqrt{3}}{2}$ (C) $\frac{\sqrt{2}}{2}$ (D) $\frac{\sqrt{6}}{4}$ (E) $\frac{\sqrt{3}}{4}$

44. What is $\lim_{x \rightarrow 2} \frac{x^3 + x^2 - 6x}{x - 2}$?

- (A) 0 (B) 3 (C) 7 (D) 10
(E) The limit does not exist.

45. Which of the following graphs could represent the equation $y = ax^2 + bx + c$ where $b^2 - 4ac > 0$?



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USE THIS SPACE FOR SCRATCHWORK.

46. The least positive integer N for which each of $\frac{N}{2}$, $\frac{N}{3}$, $\frac{N}{4}$, $\frac{N}{5}$, $\frac{N}{6}$, $\frac{N}{7}$, $\frac{N}{8}$, and $\frac{N}{9}$ is an integer is

- (A) $9 \cdot 8 \cdot 7 \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2$
 (B) $9 \cdot 8 \cdot 6 \cdot 5 \cdot 4 \cdot 3 \cdot 2$
 (C) $9 \cdot 8 \cdot 7 \cdot 6 \cdot 5$
 (D) $9 \cdot 8 \cdot 7 \cdot 5$
 (E) $9 \cdot 8 \cdot 7$

47. The graph of $y = 3 + \cos 2x$ intersects the Y -axis at the point where $y =$

- (A) 0 (B) 1 (C) 3 (D) 4 (E) 5

48. The area of the parallelogram in Figure 6 is

- (A) ab (B) $ab \cos \theta$ (C) $ab \sin \theta$
 (D) $ab \tan \theta$ (E) $a^2 + b^2 - 2ab \cos \theta$

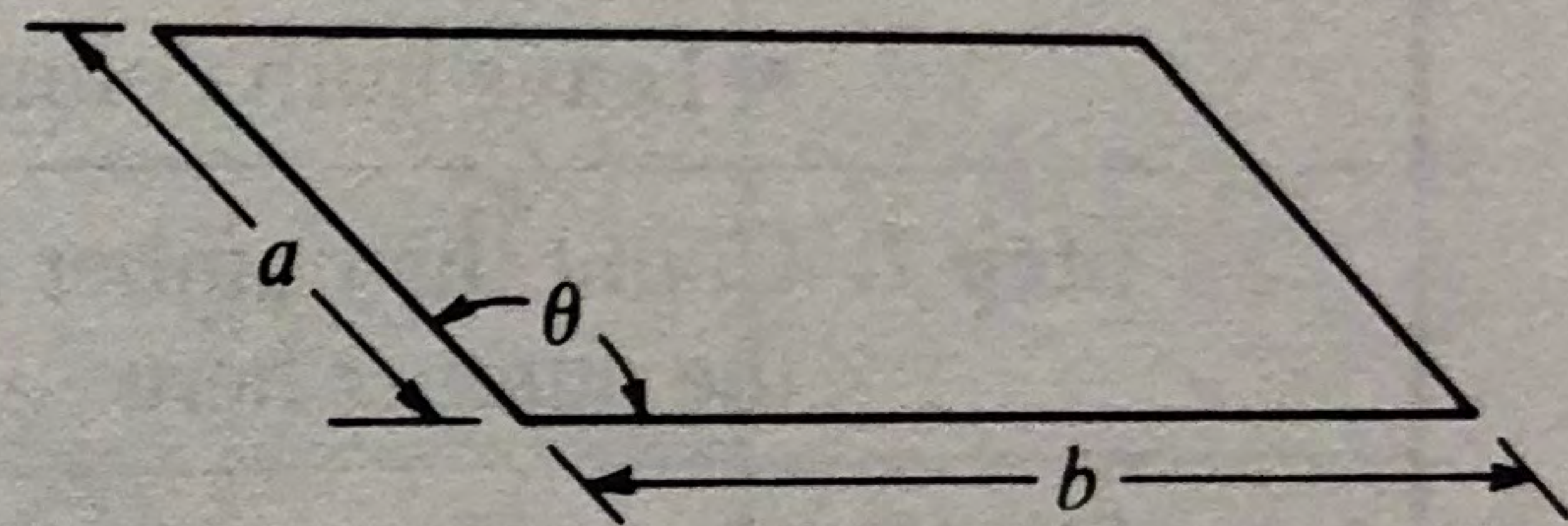


Figure 6

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49. Which of the following equations describes the set of all points (x, y) that are equidistant from the X -axis and the point $(4, 6)$?

- (A) $(x - 4)^2 + (y - 6)^2 = 9$
 (B) $(x - 4)^2 = 12(y - 3)$
 (C) $(y - 3)^2 = 12(x - 4)$
 (D) $(x - 4)^2 = 6(y - 3)$
 (E) $(x - 4)^2 = 12(y - 6)$

50. "If A is true, then for some x , B is true." Which of the following is logically equivalent to the preceding statement?

- (A) If B is false for all x , then A is false.
 (B) If for some x , B is true, then A is true.
 (C) If A is false, then for all x , B is false.
 (D) If B is false for some x , then A is false.
 (E) There exists an x for which A is true and B is false.

S T O P

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS TEST ONLY.
 DO NOT WORK ON ANY OTHER TEST IN THIS BOOK.

How to Score the Mathematics Achievement Test, Level II

When you take an actual Mathematics Achievement Test, Level II, your answer sheet will be "read" by a scanning machine that will record your responses to each question. Then a computer will compare your answers with the correct answers and produce your raw score. You get one point for each correct answer.

For each wrong answer, you lose one-fourth of a point. Questions you omit (and any for which you mark more than one answer) are not counted. The raw score is converted to a College Board scaled score that is reported to you and to the colleges you specify. After you have taken this test, you can get an idea of what your score might be by following the instructions in the next two sections.

Determining Your Raw Score

- Step 1:** Table A on the next page lists the correct answers for all the questions on the test.* Compare your answer with the correct answer and
- Put a check in the column marked "Right" if your answer is correct.
 - Put a check in the column marked "Wrong" if your answer is incorrect.
 - Leave both columns blank if you omitted the question.

Step 2: Count the number of right answers and enter the number here

Step 3: Count the number of wrong answers and enter

the number here 4)

Enter the result of dividing by 4 here

Step 4: Subtract the number you obtained in Step 3 from the number in Step 2; round the result to the nearest whole number (.5 is rounded up) and enter here..

The number you obtained in Step 4 is your raw score. (The correction for guessing — subtraction of a quarter of a point for each incorrect answer — adjusts for the fact that random guessing on a large number of questions will result in some questions being answered correctly by chance.) Instructions for converting your raw score to a scaled score follow.

*The last column in Table A gives the percentage of students who took the test in November 1982 that answered the question correctly. (See pages 286 and 287 for further explanation.)

TABLE A

**Answers to Mathematics Test, Level II, Form 3EAC2,
and Percentage of Students
Answering Each Question Correctly**

| Question Number | Correct Answer | Right | Wrong | Percentage of Students Answering the Question Correctly |
|-----------------|----------------|-------|-------|---|
| 1 | D | | | |
| 2 | B | | | 92% |
| 3 | C | | | 95 |
| 4 | A | | | 79 |
| 5 | D | | | 82 |
| 6 | B | | | 95 |
| 7 | E | | | 56 |
| 8 | B | | | 89 |
| 9 | B | | | 93 |
| 10 | D | | | 59 |
| 11 | E | | | 84 |
| 12 | C | | | 75 |
| 13 | A | | | 90 |
| 14 | E | | | 91 |
| 15 | C | | | 73 |
| 16 | E | | | 78 |
| 17 | A | | | 80 |
| 18 | E | | | 79 |
| 19 | D | | | 74 |
| 20 | C | | | 38 |
| 21 | E | | | 67 |
| 22 | B | | | 91 |
| 23 | B | | | 75 |
| 24 | B | | | 67 |
| 25 | E | | | 65 |
| 26 | C | | | 58 |
| 27 | A | | | 67 |
| 28 | D | | | 65 |
| 29 | C | | | 76 |
| 30 | D | | | 52 |
| 31 | E | | | 72 |
| 32 | C | | | 69 |
| 33 | B | | | 57 |
| 34 | C | | | 42 |
| 35 | D | | | 42 |
| 36 | E | | | 69 |
| 37 | D | | | 40 |
| 38 | A | | | 36 |
| 39 | E | | | 52 |
| 40 | D | | | 27 |
| 41 | D | | | 35 |
| 42 | C | | | 38 |
| 43 | B | | | 42 |
| 44 | D | | | 26 |
| 45 | A | | | 47 |
| 46 | D | | | 25 |
| 47 | D | | | 39 |
| 48 | C | | | 41 |
| 49 | B | | | 21 |
| 50 | A | | | 16 |

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Note: The percentages are based on the analysis of the answer sheets for a random sample of students who took this test in November 1982 and whose mean score was 675.

Finding Your College Board Scaled Score

When you take Achievement Tests, the scores sent to the colleges you specify will be reported on the College Board scale, ranging from 200 to 800. The raw score that you obtained above (Step 4) can be converted to a scaled score by using Table B.

To find your scaled score on this test, locate your raw score in the left column of Table B; the corresponding score in the right column will be your College Board scaled score. For example, a raw score of 15 on this particular edition of the Mathematics Achievement Test, Level II, corresponds to a College Board scaled score of 570. Raw scores are converted to scaled scores to ensure that a score earned on any one edition of the Mathematics Achievement Test, Level II, is comparable to the same scaled score earned on any other edition of the test.

Because some editions of the Mathematics Achievement Test, Level II, may be slightly easier or more difficult than others, statistical adjustments are made in the scores so that each College Board scaled

TABLE B — SCORE CONVERSION TABLE

| Mathematics Achievement Test, Level II, Form 3EAC2 | | | |
|--|----------------------------|------------|----------------------------|
| Raw Score | College Board Scaled Score | Raw Score | College Board Scaled Score |
| 50 | 800 | 20 | 610 |
| 49 | 800 | 19 | 610 |
| 48 | 800 | 18 | 600 |
| 47 | 800 | 17 | 590 |
| 46 | 800 | 16 | 580 |
| 45 | 800 | 15 | 570 |
| 44 | 800 | 14 | 560 |
| 43 | 800 | 13 | 560 |
| 42 | 800 | 12 | 550 |
| 41 | 790 | 11 | 530 |
| 40 | 780 | 10 | 520 |
| 39 | 770 | 9 | 500 |
| 38 | 760 | 8 | 480 |
| 37 | 760 | 7 | 470 |
| 36 | 750 | 6 | 450 |
| 35 | 740 | 5 | 430 |
| 34 | 730 | 4 | 420 |
| 33 | 720 | 3 | 400 |
| 32 | 710 | 2 | 380 |
| 31 | 710 | 1 | 370 |
| 30 | 700 | 0 | 350 |
| 29 | 690 | -1 | 330 |
| 28 | 680 | -2 | 320 |
| 27 | 670 | -3 | 300 |
| 26 | 660 | -4 | 280 |
| 25 | 660 | -5 | 270 |
| 24 | 650 | -6 | 250 |
| 23 | 640 | -7 | 230 |
| 22 | 630 | -8 | 220 |
| 21 | 620 | -9 through | 200 |
| | | -12 | |

score indicates the same level of performance, regardless of the edition of the test you take and the ability of the group you take it with. A given raw score, depending on the edition of the test taken. A raw score of 40, for example, may convert to a College Board score of 780 on one edition of the test, but that same score might convert to a College Board score of 770 on a slightly more difficult edition. When you take the actual test day, your score is likely to differ somewhat from the score you obtained on this test. People perform at different levels at different times, for reasons unrelated to the test itself. The precision of any test is also limited because it represents only a sample of the possible questions that could be asked. (See page 12, "How Precise Are Your Scores?" for further information.)

Reviewing Your Test Performance

After you have scored your test, you should take some time to consider the following points in relation to your performance on the test.

- *Did you run out of time before you reached the end of the test?*
If you did, you may want to consider tactics that will help you pace yourself better. For example, you may have spent too much time working on one or two difficult questions. A better approach might have been to continue the test and return to these questions after you had attempted to answer the remaining questions on the test.
- *Did you take a long time reading the directions on the test?*
The directions in this test are the same as those on the Mathematics Achievement Tests, Level II, when being administered. You will save time when you read the directions on the test day if you become thoroughly familiar with them in advance.
- *How did you handle questions you were unsure of?*
If you were able to eliminate one or more of the answer choices and you guessed from the remaining choices, then your approach probably worked to your advantage. On the other hand, omitting questions about which you have some knowledge or guessing answers haphazardly would probably be a mistake.
- *How difficult were the questions for you compared with other students who took the test?*
By referring to Table A on page 285 you can find out how difficult each question was for the

performance, regarding the ability to take and the ability to take the test. A raw score of 800 on the test, but that raw score of 800 on the Test, Level II, on the SAT, obviously, is an easy question. Question 2, for example, was answered correctly by 95 percent of the students in the sample. On the other hand, question 48 was answered correctly by only 21 percent of the students. If you find that you missed several questions that would be considered easy, you may want to review those questions carefully. They may cover some aspect of the subject that you need to review. Perhaps you misunderstood the directions for one part of the test or you thought the questions were so easy that you did not spend as much time on them as you might have.

Performance

test, you should take following points in relation to the test.

When you reached the end of the test, you should consider tactics that might be better. For example, if you spend too much time working on one question, a better approach might be to skip that question and return to those questions later. Do not be tempted to answer the question if you are not sure of the answer.

When you are reading the directions for a question, make sure they are the same as those in the Test, Level II now. This will save time when you take the test day if you become confused by them in advance.

When you are unsure of the answer to one or more of the questions, guess from the remaining questions. On the other hand, if you have some knowledge about the question, do not guess. Guessing would probably cost you more than it would save.

When you are comparing questions for you compared to the test? On page 285 you can find the question was for the group

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