

Math Test

The SAT Math Test covers a range of math practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure.

Try Math Sample Questions Now

Go directly to Math sample questions.

It's About the Real World

Instead of testing you on every math topic there is, the new SAT asks you to use the math that you'll rely on most in all sorts of situations. Questions on the Math Test are designed to mirror the problem solving and modeling you'll do in:

- College math, science, and social science courses
- The jobs that you hold
- Your personal life

For instance, to answer some questions you'll need to use several steps —because in the real world a single calculation is rarely enough to get the job done.

Quick Facts

- Most math questions will be multiple choice, but some — called grid-ins — ask you to come up with the answer rather than select the answer.
- The Math Test is divided into two portions: Math Test – Calculator and Math Test – No Calculator.
- Some parts of the test include several questions about a single scenario.

Focus

The Math Test will focus in depth on the three areas of math that play the biggest role in a wide range of college majors and careers:

- Heart of Algebra, which focuses on the mastery of linear equations and systems.
- Problem Solving and Data Analysis, which is about being quantitatively literate.

- Passport to Advanced Math, which features questions that require the manipulation of complex equations.

The Math Test also draws on Additional Topics in Math, including the geometry and trigonometry most relevant to college and career readiness.

What the Math Test Measures

Fluency

The Math Test is a chance to show that you:

- Carry out procedures flexibly, accurately, efficiently, and strategically.
- Solve problems quickly by identifying and using the most efficient solution approaches. This might involve solving a problem by inspection, finding a shortcut, or reorganizing the information you've been given.

Conceptual Understanding

You'll demonstrate your grasp of math concepts, operations, and relations. For instance, you might be asked to make connections between properties of linear equations, their graphs, and the contexts they represent.

Applications

These real-world problems ask you to analyze a situation, determine the essential elements required to solve the problem, represent the problem mathematically, and carry out a solution.

Calculator Use

Calculators are important tools, and to succeed after high school, you'll need to know how — and when — to use them. In the Math Test – Calculator portion of the test, you'll be able to focus on complex modeling and reasoning because your calculator can save you time.

However, the calculator is, like any tool, only as smart as the person using it. The Math Test includes some questions where it's better not to use a calculator, even though you're allowed to. In these cases, students who make use of structure or their ability to reason will probably finish before students who use a calculator.

The Math Test – No Calculator portion of the test makes it easier to assess your fluency in math and your understanding of some math concepts. It also tests well-learned technique and number sense.

Heart of Algebra

The SAT Suite of Assessments focuses strongly on algebra and the key concepts that are most essential for success in college and career. Heart of Algebra will assess students' ability to analyze, fluently solve, and create linear equations and inequalities. Students will also be expected to analyze and fluently solve equations and systems of equations using multiple techniques.

To assess full command of the material, these problems will vary significantly in form and appearance. Problems may be straightforward fluency exercises or may pose challenges of strategy or understanding, such as interpreting the interplay between graphical and algebraic representations or solving as a process of reasoning. Students will be required to demonstrate both procedural skill and a deeper understanding of the concepts that undergird linear equations and functions to successfully exhibit a command of the Heart of Algebra.

Heart of Algebra is one of the three SAT Suite Math subscores, reported on a scale of 1 to 15.

This domain will feature multiple-choice and student-produced response question types. Calculator use is sometimes permitted, but not always needed or recommended.

Heart of Algebra questions ask students to:

- 1. Create, solve, or interpret a linear expression or equation in one variable that represents a context.** The expression or equation will have rational coefficients, and multiple steps may be required to simplify the expression, simplify the equation, or solve for the variable in the equation.
- 2. Create, solve, or interpret linear inequalities in one variable that represent a context.** The inequality will have rational coefficients, and multiple steps may be required to simplify or solve for the variable.
- 3. Build a linear function that models a linear relationship between two quantities.** The student will describe a linear relationship that models a context using either an equation in two variables or function notation. The equation or function will have rational coefficients, and multiple steps may be required to build and simplify the equation or function.
- 4. Create, solve, and interpret systems of linear inequalities in two variables.** The student will analyze one or more constraints that exist between two variables by creating, solving, or interpreting an inequality in two variables or a system of inequalities in two variables to represent a context. Multiple steps may be required to create the inequality or system of inequalities or to determine whether a given point is in the solution set.
- 5. Create, solve, and interpret systems of two linear equations in two variables.** The

student will analyze one or more constraints that exist between two variables by creating, solving, or analyzing a system of linear equations to represent a context. The equations will have rational coefficients, and multiple steps may be required to simplify or solve the system.

- 6. Algebraically solve linear equations (or inequalities) in one variable.** The equation (or inequality) will have rational coefficients and may require multiple steps to solve for the variable; the equation may yield no solution, one solution, or infinitely many solutions. The student may also be asked to determine the value of a constant or coefficient for an equation with no solution or infinitely many solutions.
- 7. Algebraically solve systems of two linear equations in two variables.** The equations will have rational coefficients, and the system may yield no solution, one solution, or infinitely many solutions. The student may also be asked to determine the value of a constant or coefficient of an equation in which the system has no solution, one solution, or infinitely many solutions.
- 8. Interpret the variables and constants in expressions for linear functions within the context presented.** The student will make connections between a context and the linear equation that models the context and will identify or describe the real-life meaning of a constant term, a variable, or a feature of the given equation.
- 9. Understand connections between algebraic and graphical representations.** The student will select a graph described by a given linear equation, select a linear equation that describes a given graph, determine the equation of a line given a verbal description of its graph, determine key features of the graph of a linear function from its equation, or determine how a graph may be affected by a change in its equation.

Problem Solving and Data Analysis

The Math Tests in the SAT Suite of Assessments reflect research that has identified what is essential for college readiness and success. The tests require problem solving and data analysis: the ability to create a representation of a problem, consider the units involved, attend to the meaning of quantities, and know and use different properties of operations and objects. Problems in this category will require significant quantitative reasoning about ratios, rates, and proportional relationships and will place a premium on understanding and applying unit rate.

Students will be expected to identify quantitative measures of center, overall patterns, and any striking deviations from the overall pattern and spread in one or two different data sets. This includes recognizing the effects of outliers on the measures of center of a data set.

All Problem Solving and Data Analysis questions test the ability of students to use their math understanding and skills to solve problems they could encounter in the real world. Many of these problems are set in academic and career contexts and are likely to draw from science and social science.

Problem Solving and Data Analysis is one of the three SAT Suite Math subscores, reported on a scale of 1 to 15.

This domain will feature multiple-choice and student-produced response question types. Calculator use is always permitted, but not always needed or recommended.

Problem Solving and Data Analysis questions ask students to:

- 1. Use ratios, rates, proportional relationships, and scale drawings to solve single- and multistep problems.** The student will use a proportional relationship between two variables to solve a multistep problem to determine a ratio or rate; calculate a ratio or rate and then solve a multistep problem; or take a given ratio or rate and solve a multistep problem.
- 2. Solve single- and multistep problems involving percentages.** The student will solve a multistep problem to determine a percentage; calculate a percentage and then solve a multistep problem; or take a given percentage and solve a multistep problem.
- 3. Solve single- and multistep problems involving measurement quantities, units, and unit conversion.** The student will solve a multistep problem to determine a unit rate; calculate a unit rate and then solve a multistep problem; solve a multistep problem to complete a unit conversion; solve a multistep problem to calculate density; or use the concept of density to solve a multistep problem.

4. **Given a scatterplot, use linear, quadratic, or exponential models to describe how the variables are related.** The student will, given a scatterplot, select the equation of a line or curve of best fit; interpret the line in the context of the situation; or use the line or curve of best fit to make a prediction.
5. **Use the relationship between two variables to investigate key features of the graph.** The student will make connections between the graphical representation of a relationship and properties of the graph by selecting the graph that represents the properties described, or using the graph to identify a value or set of values.
6. **Compare linear growth with exponential growth.** The student will infer the connection between two variables given a context in order to determine what type of model fits best.
7. **Use two-way tables to summarize categorical data and relative frequencies, and calculate conditional probability.** The student will summarize categorical data or use categorical data to calculate conditional frequencies, conditional probabilities, association of variables, or independence of events.
8. **Make inferences about population parameters based on sample data.** The student will estimate a population parameter given the results from a random sample of the population. The sample statistics may mention confidence intervals and measurement error that the student should understand and make use of, but need not calculate.
9. **Use statistics to investigate measures of center of data and analyze shape, center, and spread.** The student will calculate measures of center and/or spread for a given set of data or use given statistics to compare two separate sets of data. The measures of center that may be calculated include mean, median, and mode, and the measures of spread that may be calculated include range. When comparing two data sets, the student may investigate mean, median, mode, range, and/or standard deviation.
10. **Evaluate reports to make inferences, justify conclusions, and determine appropriateness of data collection methods.** The reports may consist of tables, graphs, or text summaries.

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(<https://k12reports.collegeboard.org/login?affiliateId=aru&bannerId=k12rpts-rr>)

Passport to Advanced Math

Passport to Advanced Math questions include topics that are especially important for students to master **before** studying advanced math. Chief among these topics is the understanding of the structure of expressions and the ability to analyze, manipulate, and rewrite these expressions. This domain also includes reasoning with more complex equations, and interpreting and building functions.

Passport to Advanced Math is one of the three SAT Suite of Assessment Math subscores, reported on a scale of 1 to 15. The Passport to Advanced Math subscore is reported for all SAT Suite Math Tests except for PSAT 8/9.

This domain will feature multiple-choice and student-produced response question types. Calculator use is sometimes permitted, but not always needed or recommended.

Passport to Advanced Math questions ask students to:

1. **Create a quadratic or exponential function** or equation that models a context. The equation will have rational coefficients and may require multiple steps to simplify or solve the equation.
2. **Determine the most suitable form of an expression** or equation to reveal a particular trait, given a context.
3. **Create equivalent expressions involving rational exponents** and radicals, including simplifying or rewriting in other forms.
4. **Create an equivalent form of an algebraic expression** by using structure and fluency with operations.
5. **Solve a quadratic equation** having rational coefficients. The equation can be presented in a wide range of forms to reward attending to algebraic structure and can require manipulation in order to solve.
6. **Add, subtract, and multiply polynomial expressions** and simplify the result. The expressions will have rational coefficients.
7. **Solve an equation in one variable that contains radicals or contains the variable in the denominator of a fraction.** The equation will have rational coefficients, and the student may be required to identify when a resulting solution is extraneous.
8. **Solve a system of one linear equation and one quadratic equation.** The equations will have rational coefficients.
9. **Rewrite simple rational expressions.** Students will add, subtract, multiply, or divide two rational expressions or divide two polynomial expressions and simplify the result. The expressions will have rational coefficients.

10. **Interpret parts of nonlinear expressions in terms of their context.** Students will make connections between a context and the nonlinear equation that models the context to identify or describe the real-life meaning of a constant term, a variable, or a feature of the given equation.
11. **Understand the relationship between zeros and factors of polynomials, and use that knowledge to sketch graphs.** Students will use properties of factorable polynomials to solve conceptual problems relating to zeros, such as determining whether an expression is a factor of a polynomial based on other information provided.
12. **Understand a nonlinear relationship between two variables by making connections between their algebraic and graphical representations.** The student will select a graph corresponding to a given nonlinear equation; interpret graphs in the context of solving systems of equations; select a nonlinear equation corresponding to a given graph; determine the equation of a curve given a verbal description of a graph; determine key features of the graph of a linear function from its equation; or determine the impact on a graph of a change in the defining equation.
13. **Use function notation, and interpret statements using function notation.** The student will use function notation to solve conceptual problems related to transformations and compositions of functions.
14. **Use structure to isolate or identify a quantity of interest in an expression or isolate a quantity of interest in an equation.** The student will rearrange an equation or formula to isolate a single variable or a quantity of interest.

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K–12 Educators

Additional Topics in Math

Additional topics will include geometric and trigonometric concepts. The questions in this domain contribute to the Math Test score (1–40) and the Math area score (200–800) but not to any specific math subscore. All Math Tests in the SAT Suite of Assessments will include Additional Topics in Math questions except for the PSAT 8/9.

This domain will feature multiple-choice and student-produced response question types. Calculator use is sometimes permitted, but not always needed or recommended.

Additional Topics in Math questions ask students to:

- 1. Solve problems using volume formulas.** The student will use given information about figures, such as length of a side, area of a face, or volume of a solid, to calculate missing information. Any required volume formulas will be provided to students either on the formula sheet or within the question.
- 2. Use trigonometric ratios and the Pythagorean theorem to solve applied problems involving right triangles.** The student will use information about triangle side lengths or angles presented in a context to calculate missing information using the Pythagorean theorem and/or trigonometric ratios.
- 3. Add, subtract, multiply, divide, and simplify complex numbers.**
- 4. Convert between degrees and radians and use radians to determine arc lengths; use trigonometric functions of radian measure.** The student will convert between angle measures in degrees and radians in order to calculate arc lengths by recognizing the relationship between an angle measured in radians and an arc length, evaluating trigonometric functions of angles in radians.
- 5. Apply theorems about circles to find arc lengths, angle measures, chord lengths, and areas of sectors.** The student will use given information about circles and lines to calculate missing values for radius, diameter, chord length, angle, arc, and sector area.
- 6. Use concepts and theorems about congruence and similarity to solve problems about lines, angles, and triangles.** The student will use theorems about triangles and intersecting lines to determine missing lengths and angle measures of triangles. The student may also be asked to provide a missing length or angle to satisfy a given theorem.
- 7. Use the relationship between similarity, right triangles, and trigonometric ratios; use the relationship between sine and cosine of complementary angles.** The student will use trigonometry and theorems about triangles and intersecting lines to determine missing lengths and angle measures of right triangles. The student may also

be asked to provide a missing length or angle that would satisfy a given theorem.

8. **Create or use an equation in two variables to solve a problem about a circle in the coordinate plane.** The student will create an equation or use properties of an equation of a circle to demonstrate or determine a property of the circle's graph.

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(<https://k12reports.collegeboard.org/login?affiliateId=aru&bannerId=k12rpts-rr>)

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(<https://account.collegeboard.org/login/login?idp=ECL&appId=115&affiliateId=aru&bannerId=satreg-rr&DURL=https%3A//nsat.collegeboard.org/satweb/login.jsp>)

K–12 Educators

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SAT PRACTICE ANSWER SHEET

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



It is recommended that you use a No. 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

TEST NUMBER

SECTION 1

ENTER TEST NUMBER

For instance, for Practice Test #1, fill in the circle for 0 in the first column and for 1 in the second column.

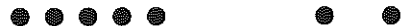


- 0 ○ ○
- 1 ○ ○
- 2 ○ ○
- 3 ○ ○
- 4 ○ ○
- 5 ○ ○
- 6 ○ ○
- 7 ○ ○
- 8 ○ ○
- 9 ○ ○

1 ○ A ○ B ○ C ○ D	14 ○ A ○ B ○ C ○ D	27 ○ A ○ B ○ C ○ D	40 ○ A ○ B ○ C ○ D
2 ○ A ○ B ○ C ○ D	15 ○ A ○ B ○ C ○ D	28 ○ A ○ B ○ C ○ D	41 ○ A ○ B ○ C ○ D
3 ○ A ○ B ○ C ○ D	16 ○ A ○ B ○ C ○ D	29 ○ A ○ B ○ C ○ D	42 ○ A ○ B ○ C ○ D
4 ○ A ○ B ○ C ○ D	17 ○ A ○ B ○ C ○ D	30 ○ A ○ B ○ C ○ D	43 ○ A ○ B ○ C ○ D
5 ○ A ○ B ○ C ○ D	18 ○ A ○ B ○ C ○ D	31 ○ A ○ B ○ C ○ D	44 ○ A ○ B ○ C ○ D
6 ○ A ○ B ○ C ○ D	19 ○ A ○ B ○ C ○ D	32 ○ A ○ B ○ C ○ D	45 ○ A ○ B ○ C ○ D
7 ○ A ○ B ○ C ○ D	20 ○ A ○ B ○ C ○ D	33 ○ A ○ B ○ C ○ D	46 ○ A ○ B ○ C ○ D
8 ○ A ○ B ○ C ○ D	21 ○ A ○ B ○ C ○ D	34 ○ A ○ B ○ C ○ D	47 ○ A ○ B ○ C ○ D
9 ○ A ○ B ○ C ○ D	22 ○ A ○ B ○ C ○ D	35 ○ A ○ B ○ C ○ D	48 ○ A ○ B ○ C ○ D
10 ○ A ○ B ○ C ○ D	23 ○ A ○ B ○ C ○ D	36 ○ A ○ B ○ C ○ D	49 ○ A ○ B ○ C ○ D
11 ○ A ○ B ○ C ○ D	24 ○ A ○ B ○ C ○ D	37 ○ A ○ B ○ C ○ D	50 ○ A ○ B ○ C ○ D
12 ○ A ○ B ○ C ○ D	25 ○ A ○ B ○ C ○ D	38 ○ A ○ B ○ C ○ D	51 ○ A ○ B ○ C ○ D
13 ○ A ○ B ○ C ○ D	26 ○ A ○ B ○ C ○ D	39 ○ A ○ B ○ C ○ D	52 ○ A ○ B ○ C ○ D



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SAT PRACTICE ANSWER SHEET
COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS


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SECTION 2

1	A B C D ○ ○ ○ ○	10	A B C D ○ ○ ○ ○	19	A B C D ○ ○ ○ ○	28	A B C D ○ ○ ○ ○	37	A B C D ○ ○ ○ ○
2	A B C D ○ ○ ○ ○	11	A B C D ○ ○ ○ ○	20	A B C D ○ ○ ○ ○	29	A B C D ○ ○ ○ ○	38	A B C D ○ ○ ○ ○
3	A B C D ○ ○ ○ ○	12	A B C D ○ ○ ○ ○	21	A B C D ○ ○ ○ ○	30	A B C D ○ ○ ○ ○	39	A B C D ○ ○ ○ ○
4	A B C D ○ ○ ○ ○	13	A B C D ○ ○ ○ ○	22	A B C D ○ ○ ○ ○	31	A B C D ○ ○ ○ ○	40	A B C D ○ ○ ○ ○
5	A B C D ○ ○ ○ ○	14	A B C D ○ ○ ○ ○	23	A B C D ○ ○ ○ ○	32	A B C D ○ ○ ○ ○	41	A B C D ○ ○ ○ ○
6	A B C D ○ ○ ○ ○	15	A B C D ○ ○ ○ ○	24	A B C D ○ ○ ○ ○	33	A B C D ○ ○ ○ ○	42	A B C D ○ ○ ○ ○
7	A B C D ○ ○ ○ ○	16	A B C D ○ ○ ○ ○	25	A B C D ○ ○ ○ ○	34	A B C D ○ ○ ○ ○	43	A B C D ○ ○ ○ ○
8	A B C D ○ ○ ○ ○	17	A B C D ○ ○ ○ ○	26	A B C D ○ ○ ○ ○	35	A B C D ○ ○ ○ ○	44	A B C D ○ ○ ○ ○
9	A B C D ○ ○ ○ ○	18	A B C D ○ ○ ○ ○	27	A B C D ○ ○ ○ ○	36	A B C D ○ ○ ○ ○		



If you're scoring with our mobile app we recommend that you cut these pages out of the back of this book. The scoring does best with a flat page.



SAT PRACTICE ANSWER SHEET

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



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SECTION 3

1	A B C D ○ ○ ○ ○	4	A B C D ○ ○ ○ ○	7	A B C D ○ ○ ○ ○	10	A B C D ○ ○ ○ ○	13	A B C D ○ ○ ○ ○
2	A B C D ○ ○ ○ ○	5	A B C D ○ ○ ○ ○	8	A B C D ○ ○ ○ ○	11	A B C D ○ ○ ○ ○	14	A B C D ○ ○ ○ ○
3	A B C D ○ ○ ○ ○	6	A B C D ○ ○ ○ ○	9	A B C D ○ ○ ○ ○	12	A B C D ○ ○ ○ ○	15	A B C D ○ ○ ○ ○

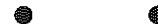
Only answers that are gridded will be scored. You will not receive credit for anything written in the boxes.

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8 ○ ○ ○ ○	8 ○ ○ ○ ○	8 ○ ○ ○ ○	8 ○ ○ ○ ○	8 ○ ○ ○ ○
9 ○ ○ ○ ○	9 ○ ○ ○ ○	9 ○ ○ ○ ○	9 ○ ○ ○ ○	9 ○ ○ ○ ○

NO CALCULATOR ALLOWED



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SAT PRACTICE ANSWER SHEET

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



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SECTION 4

1	A B C D ○ ○ ○ ○	7	A B C D ○ ○ ○ ○	13	A B C D ○ ○ ○ ○	19	A B C D ○ ○ ○ ○	25	A B C D ○ ○ ○ ○
2	A B C D ○ ○ ○ ○	8	A B C D ○ ○ ○ ○	14	A B C D ○ ○ ○ ○	20	A B C D ○ ○ ○ ○	26	A B C D ○ ○ ○ ○
3	A B C D ○ ○ ○ ○	9	A B C D ○ ○ ○ ○	15	A B C D ○ ○ ○ ○	21	A B C D ○ ○ ○ ○	27	A B C D ○ ○ ○ ○
4	A B C D ○ ○ ○ ○	10	A B C D ○ ○ ○ ○	16	A B C D ○ ○ ○ ○	22	A B C D ○ ○ ○ ○	28	A B C D ○ ○ ○ ○
5	A B C D ○ ○ ○ ○	11	A B C D ○ ○ ○ ○	17	A B C D ○ ○ ○ ○	23	A B C D ○ ○ ○ ○	29	A B C D ○ ○ ○ ○
6	A B C D ○ ○ ○ ○	12	A B C D ○ ○ ○ ○	18	A B C D ○ ○ ○ ○	24	A B C D ○ ○ ○ ○	30	A B C D ○ ○ ○ ○



If you're using our mobile app keep in mind that bad lighting and even shadows cast over the answer sheet can affect your score. Be sure to scan this in a well-lit area for best results.

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SAT PRACTICE ANSWER SHEET

COMPLETE MARK ●

EXAMPLES OF INCOMPLETE MARKS



It is recommended that you use a No. 2 pencil. It is very important that you fill in the entire circle darkly and completely. If you change your response, erase as completely as possible. Incomplete marks or erasures may affect your score.

SECTION 4 (Continued)

Only answers that are gridded will be scored. You will not receive credit for anything written in the boxes.

<p>31</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>	<p>32</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>	<p>33</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>	<p>34</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>	<p>35</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>
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Only answers that are gridded will be scored. You will not receive credit for anything written in the boxes.

<p>36</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>	<p>37</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>	<p>38</p> <table border="1" style="width: 100px; height: 20px; margin-bottom: 5px;"></table> <p>/ ○ ○</p> <p>. ○ ○ ○ ○</p> <p>0 ○ ○ ○ ○</p> <p>1 ○ ○ ○ ○</p> <p>2 ○ ○ ○ ○</p> <p>3 ○ ○ ○ ○</p> <p>4 ○ ○ ○ ○</p> <p>5 ○ ○ ○ ○</p> <p>6 ○ ○ ○ ○</p> <p>7 ○ ○ ○ ○</p> <p>8 ○ ○ ○ ○</p> <p>9 ○ ○ ○ ○</p>
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