

PRACTICE EXAM 11: TX PACT ESSENTIAL ACADEMIC SKILLS (700) (126 QUESTIONS)

This 126-question practice exam focuses on essential reading, writing, and mathematics skills. Answer every question and use the explanations to target follow-up study. Consult the Texas PACT registration bulletin for current official policies, timing, and score information.

1. A passage about a museum outreach plan provides examples, evidence, and recommendations. Which sentence states the central claim?

- A. The passage gives a historical date.
- B. The author uses a descriptive adjective.
- C. The report contains several paragraphs.
- D. The proposal addresses a need with a realistic course of action.

2. A passage about a museum outreach plan provides examples, evidence, and recommendations. Which detail is most relevant?

- A. The setting is described briefly.
- B. A quotation appears in the introduction.
- C. The evidence directly supports the stated conclusion.
- D. The writer names a secondary topic.

3. A passage about a museum outreach plan provides examples, evidence, and recommendations. What does “feasible” mean in this context?

- A. difficult to explain clearly
- B. possible to accomplish with available resources
- C. unlikely to change over time
- D. intended for a private audience

4. A passage about a museum outreach plan provides examples, evidence, and recommendations. Which source is most reliable?

- A. a report that documents its methods and findings
- B. an unsigned online comment
- C. an advertisement without evidence
- D. a rumor repeated by readers

5. A passage about a museum outreach plan provides examples, evidence, and recommendations. Which organizational method is used?

- A. The passage follows a fictional plot.
- B. The passage compares two poems.
- C. The passage gives a recipe.
- D. The passage presents a challenge and then a response.

6. A passage about a museum outreach plan provides examples, evidence, and recommendations. Which question evaluates the argument?

- A. Is the font large enough to read?
- B. Is the title written in color?
- C. Does the evidence logically support the author’s conclusion?
- D. Is the passage short enough to print?

7. A passage about a museum outreach plan provides examples, evidence, and recommendations. What is the author's tone?

- A. The tone is angry and insulting.
- B. The tone is playful and unreal.
- C. The tone is confused and unrelated.
- D. The tone is informative and cautiously optimistic.

8. A passage about a museum outreach plan provides examples, evidence, and recommendations. Which summary is accurate?

- A. It focuses on a minor example only.
- B. It adds the reader's personal reaction.
- C. It includes the main idea and essential supporting points.
- D. It changes the author's conclusion.

9. A passage about a community tutoring project provides examples, evidence, and recommendations. Which sentence states the central claim?

- A. The passage gives a historical date.
- B. The proposal addresses a need with a realistic course of action.
- C. The author uses a descriptive adjective.
- D. The report contains several paragraphs.

10. A passage about a community tutoring project provides examples, evidence, and recommendations. Which detail is most relevant?

- A. The evidence directly supports the stated conclusion.
- B. The setting is described briefly.
- C. A quotation appears in the introduction.
- D. The writer names a secondary topic.

11. A passage about a community tutoring project provides examples, evidence, and recommendations. What does “feasible” mean in this context?

- A. difficult to explain clearly
- B. unlikely to change over time
- C. intended for a private audience
- D. possible to accomplish with available resources

12. A passage about a community tutoring project provides examples, evidence, and recommendations. Which source is most reliable?

- A. a report that documents its methods and findings
- B. an unsigned online comment
- C. an advertisement without evidence
- D. a rumor repeated by readers

13. A passage about a community tutoring project provides examples, evidence, and recommendations. Which organizational method is used?

- A. The passage follows a fictional plot.
- B. The passage compares two poems.
- C. The passage presents a challenge and then a response.
- D. The passage gives a recipe.

14. A passage about a community tutoring project provides examples, evidence, and recommendations. Which question evaluates the argument?

- A. Is the font large enough to read?
- B. Does the evidence logically support the author’s conclusion?
- C. Is the title written in color?
- D. Is the passage short enough to print?

15. A passage about a community tutoring project provides examples, evidence, and recommendations. What is the author's tone?

- A. The tone is angry and insulting.
- B. The tone is playful and unreal.
- C. The tone is informative and cautiously optimistic.
- D. The tone is confused and unrelated.

16. A passage about a community tutoring project provides examples, evidence, and recommendations. Which summary is accurate?

- A. It focuses on a minor example only.
- B. It adds the reader's personal reaction.
- C. It changes the author's conclusion.
- D. It includes the main idea and essential supporting points.

17. A passage about a school technology proposal provides examples, evidence, and recommendations. Which sentence states the central claim?

- A. The passage gives a historical date.
- B. The proposal addresses a need with a realistic course of action.
- C. The author uses a descriptive adjective.
- D. The report contains several paragraphs.

18. A passage about a school technology proposal provides examples, evidence, and recommendations. Which detail is most relevant?

- A. The evidence directly supports the stated conclusion.
- B. The setting is described briefly.
- C. A quotation appears in the introduction.
- D. The writer names a secondary topic.

19. A passage about a school technology proposal provides examples, evidence, and recommendations. What does “feasible” mean in this context?

- A. difficult to explain clearly
- B. unlikely to change over time
- C. intended for a private audience
- D. possible to accomplish with available resources

20. A passage about a school technology proposal provides examples, evidence, and recommendations. Which source is most reliable?

- A. a report that documents its methods and findings
- B. an unsigned online comment
- C. an advertisement without evidence
- D. a rumor repeated by readers

21. A passage about a school technology proposal provides examples, evidence, and recommendations. Which organizational method is used?

- A. The passage follows a fictional plot.
- B. The passage compares two poems.
- C. The passage presents a challenge and then a response.
- D. The passage gives a recipe.

22. A passage about a school technology proposal provides examples, evidence, and recommendations. Which question evaluates the argument?

- A. Is the font large enough to read?
- B. Does the evidence logically support the author’s conclusion?
- C. Is the title written in color?
- D. Is the passage short enough to print?

23. A passage about a school technology proposal provides examples, evidence, and recommendations. What is the author's tone?

- A. The tone is angry and insulting.
- B. The tone is playful and unreal.
- C. The tone is confused and unrelated.
- D. The tone is informative and cautiously optimistic.

24. A passage about a school technology proposal provides examples, evidence, and recommendations. Which summary is accurate?

- A. It includes the main idea and essential supporting points.
- B. It focuses on a minor example only.
- C. It adds the reader's personal reaction.
- D. It changes the author's conclusion.

25. A passage about a local road-safety initiative provides examples, evidence, and recommendations. Which sentence states the central claim?

- A. The passage gives a historical date.
- B. The proposal addresses a need with a realistic course of action.
- C. The author uses a descriptive adjective.
- D. The report contains several paragraphs.

26. A passage about a local road-safety initiative provides examples, evidence, and recommendations. Which detail is most relevant?

- A. The setting is described briefly.
- B. A quotation appears in the introduction.
- C. The evidence directly supports the stated conclusion.
- D. The writer names a secondary topic.

27. A passage about a local road-safety initiative provides examples, evidence, and recommendations. What does “feasible” mean in this context?

- A. possible to accomplish with available resources
- B. difficult to explain clearly
- C. unlikely to change over time
- D. intended for a private audience

28. A passage about a local road-safety initiative provides examples, evidence, and recommendations. Which source is most reliable?

- A. an unsigned online comment
- B. an advertisement without evidence
- C. a rumor repeated by readers
- D. a report that documents its methods and findings

29. A passage about a local road-safety initiative provides examples, evidence, and recommendations. Which organizational method is used?

- A. The passage follows a fictional plot.
- B. The passage compares two poems.
- C. The passage presents a challenge and then a response.
- D. The passage gives a recipe.

30. A passage about a local road-safety initiative provides examples, evidence, and recommendations. Which question evaluates the argument?

- A. Is the font large enough to read?
- B. Does the evidence logically support the author’s conclusion?
- C. Is the title written in color?
- D. Is the passage short enough to print?

31. A passage about a local road-safety initiative provides examples, evidence, and recommendations. What is the author's tone?

- A. The tone is informative and cautiously optimistic.
- B. The tone is angry and insulting.
- C. The tone is playful and unreal.
- D. The tone is confused and unrelated.

32. A passage about a local road-safety initiative provides examples, evidence, and recommendations. Which summary is accurate?

- A. It focuses on a minor example only.
- B. It adds the reader's personal reaction.
- C. It changes the author's conclusion.
- D. It includes the main idea and essential supporting points.

33. For a formal written communication, Choose the sentence with correct spelling.

- A. The organization recieved the application.
- B. The organization received the application.
- C. The orginization received the application.
- D. The organization receved the application.

34. For a formal written communication, Choose the sentence with correct comma use.

- A. Before lunch the group, completed the task.
- B. Before, lunch the group completed the task.
- C. Before lunch, the group completed the task.
- D. Before lunch the group completed, the task.

35. For a formal written communication, Choose the strongest supporting sentence.

- A. The data show that attendance increased after the change.
- B. Attendance is something people discuss.
- C. Many people have different schedules.
- D. The change happened on a weekday.

36. For a formal written communication, Choose the clearest revision.

- A. The director did the training schedule Thursday.
- B. The director scheduled the training for Thursday.
- C. The training schedule was a director thing Thursday.
- D. The director had a schedule for training Thursday.

37. For a formal written communication, Choose the correct pronoun case.

- A. The coordinator spoke with Jordan and I.
- B. The coordinator spoke with Jordan and myself.
- C. The coordinator spoke with Jordan and mine.
- D. The coordinator spoke with Jordan and me.

38. For a formal written communication, Choose the sentence with consistent tense.

- A. The team reviewed the plan and approves it.
- B. The team reviews the plan and approved it.
- C. The team reviewed the plan and approved it.
- D. The team reviewing the plan and approved it.

39. For a formal written communication, Choose the best transition for an example.

- A. However, volunteers can organize supplies.
- B. Consequently, volunteers can organize supplies.
- C. Meanwhile, volunteers can organize supplies.
- D. For example, volunteers can organize supplies.

40. For a formal written communication, Choose the sentence with proper apostrophe use.

- A. The students' projects were displayed.
- B. The students projects were displayed.
- C. The student's projects were displayed.
- D. The students's projects were displayed.

41. For a formal written communication, Choose the sentence with correct spelling.

- A. The organization recieved the application.
- B. The orginization received the application.
- C. The organization received the application.
- D. The organization receved the application.

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- A. Before lunch the group, completed the task.
- B. Before lunch, the group completed the task.
- C. Before, lunch the group completed the task.
- D. Before lunch the group completed, the task.

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- A. The data show that attendance increased after the change.
- B. Attendance is something people discuss.
- C. Many people have different schedules.
- D. The change happened on a weekday.

44. For a formal written communication, Choose the clearest revision.

- A. The director did the training schedule Thursday.
- B. The training schedule was a director thing Thursday.
- C. The director scheduled the training for Thursday.
- D. The director had a schedule for training Thursday.

45. For a formal written communication, Choose the correct pronoun case.

- A. The coordinator spoke with Jordan and I.
- B. The coordinator spoke with Jordan and me.
- C. The coordinator spoke with Jordan and myself.
- D. The coordinator spoke with Jordan and mine.

46. For a formal written communication, Choose the sentence with consistent tense.

- A. The team reviewed the plan and approves it.
- B. The team reviews the plan and approved it.
- C. The team reviewing the plan and approved it.
- D. The team reviewed the plan and approved it.

47. For a formal written communication, Choose the best transition for an example.

- A. For example, volunteers can organize supplies.
- B. However, volunteers can organize supplies.
- C. Consequently, volunteers can organize supplies.
- D. Meanwhile, volunteers can organize supplies.

48. For a formal written communication, Choose the sentence with proper apostrophe use.

- A. The students projects were displayed.
- B. The student's projects were displayed.
- C. The students' projects were displayed.
- D. The students's projects were displayed.

49. For a formal written communication, Choose the sentence with correct spelling.

- A. The organization recieved the application.
- B. The organization received the application.
- C. The orginization received the application.
- D. The organization receved the application.

50. For a formal written communication, Choose the sentence with correct comma use.

- A. Before lunch, the group completed the task.
- B. Before lunch the group, completed the task.
- C. Before, lunch the group completed the task.
- D. Before lunch the group completed, the task.

51. For a formal written communication, Choose the strongest supporting sentence.

- A. Attendance is something people discuss.
- B. Many people have different schedules.
- C. The change happened on a weekday.
- D. The data show that attendance increased after the change.

52. For a formal written communication, Choose the clearest revision.

- A. The director did the training schedule Thursday.
- B. The training schedule was a director thing Thursday.
- C. The director scheduled the training for Thursday.
- D. The director had a schedule for training Thursday.

53. For a formal written communication, Choose the correct pronoun case.

- A. The coordinator spoke with Jordan and I.
- B. The coordinator spoke with Jordan and me.
- C. The coordinator spoke with Jordan and myself.
- D. The coordinator spoke with Jordan and mine.

54. For a formal written communication, Choose the sentence with consistent tense.

- A. The team reviewed the plan and approves it.
- B. The team reviews the plan and approved it.
- C. The team reviewing the plan and approved it.
- D. The team reviewed the plan and approved it.

55. For a formal written communication, Choose the best transition for an example.

- A. However, volunteers can organize supplies.
- B. Consequently, volunteers can organize supplies.
- C. Meanwhile, volunteers can organize supplies.
- D. For example, volunteers can organize supplies.

56. For a formal written communication, Choose the sentence with proper apostrophe use.

- A. The students' projects were displayed.
- B. The students projects were displayed.
- C. The student's projects were displayed.
- D. The students's projects were displayed.

57. For a formal written communication, Choose the sentence with correct spelling.

- A. The organization recieved the application.
- B. The organization received the application.
- C. The orginization received the application.
- D. The organization receved the application.

58. For a formal written communication, Choose the sentence with correct comma use.

- A. Before lunch the group, completed the task.
- B. Before, lunch the group completed the task.
- C. Before lunch, the group completed the task.
- D. Before lunch the group completed, the task.

59. For a formal written communication, Choose the strongest supporting sentence.

- A. Attendance is something people discuss.
- B. Many people have different schedules.
- C. The data show that attendance increased after the change.
- D. The change happened on a weekday.

60. For a formal written communication, Choose the clearest revision.

- A. The director scheduled the training for Thursday.
- B. The director did the training schedule Thursday.
- C. The training schedule was a director thing Thursday.
- D. The director had a schedule for training Thursday.

61. For a formal written communication, Choose the correct pronoun case.

- A. The coordinator spoke with Jordan and I.
- B. The coordinator spoke with Jordan and myself.
- C. The coordinator spoke with Jordan and mine.
- D. The coordinator spoke with Jordan and me.

62. For a formal written communication, Choose the sentence with consistent tense.

- A. The team reviewed the plan and approves it.
- B. The team reviewed the plan and approved it.
- C. The team reviews the plan and approved it.
- D. The team reviewing the plan and approved it.

63. For a formal written communication, Choose the best transition for an example.

- A. However, volunteers can organize supplies.
- B. Consequently, volunteers can organize supplies.
- C. Meanwhile, volunteers can organize supplies.
- D. For example, volunteers can organize supplies.

64. What is $6 + 5$?

- A. 1
- B. 11
- C. 30
- D. 14

65. What is $35 - 7$?

- A. 28
- B. 42
- C. -28
- D. 32

66. What is 4 times 6?

- A. 10
- B. 28
- C. 24
- D. 21

67. Solve for x : $5x = 50$.

- A. 12
- B. 8
- C. 45
- D. 10

68. A rectangle is 9 units by 5 units. What is its area?

- A. 45
- B. 28
- C. 14
- D. 54

69. A runner travels 10 miles per hour for 6 hours. What distance is traveled?

- A. 17
- B. 60
- C. 23
- D. 66

70. What is 30% of 220?

- A. 71
- B. 61
- C. 66
- D. 190

71. What is $13 + 5$?

- A. 8
- B. 65
- C. 21
- D. 18

72. What is $42 - 7$?

- A. 49
- B. 35
- C. -35
- D. 39

73. What is 5 times 8?

- A. 13
- B. 45
- C. 40
- D. 37

74. Solve for x : $7x = 70$.

- A. 10
- B. 12
- C. 8
- D. 63

75. A rectangle is 8 units by 6 units. What is its area?

- A. 48
- B. 28
- C. 14
- D. 56

76. A runner travels 10 miles per hour for 3 hours. What distance is traveled?

- A. 14
- B. 30
- C. 23
- D. 33

77. What is 35% of 200?

- A. 75
- B. 65
- C. 165
- D. 70

78. What is $12 + 5$?

- A. 7
- B. 60
- C. 17
- D. 20

79. What is $34 - 7$?

- A. 41
- B. 27
- C. -27
- D. 31

80. What is 6 times 5?

- A. 11
- B. 36
- C. 27
- D. 30

81. Solve for x : $4x = 40$.

- A. 10
- B. 12
- C. 8
- D. 36

82. A rectangle is 7 units by 7 units. What is its area?

- A. 28
- B. 14
- C. 49
- D. 56

83. A runner travels 10 miles per hour for 5 hours. What distance is traveled?

- A. 16
- B. 23
- C. 50
- D. 55

84. What is 10% of 180?

- A. 23
- B. 13
- C. 170
- D. 18

85. What is $11 + 5$?

- A. 16
- B. 6
- C. 55
- D. 19

86. What is $41 - 7$?

- A. 48
- B. 34
- C. -34
- D. 38

87. What is 7 times 7?

- A. 49
- B. 14
- C. 56
- D. 46

88. Solve for x : $6x = 60$.

- A. 12
- B. 8
- C. 10
- D. 54

89. A rectangle is 6 units by 8 units. What is its area?

- A. 28
- B. 14
- C. 54
- D. 48

90. A runner travels 10 miles per hour for 2 hours. What distance is traveled?

- A. 13
- B. 20
- C. 23
- D. 22

91. What is 15% of 160?

- A. 29
- B. 19
- C. 145
- D. 24

92. What is $10 + 5$?

- A. 15
- B. 5
- C. 50
- D. 18

93. What is $33 - 7$?

- A. 40
- B. -26
- C. 26
- D. 30

94. What is 8 times 9?

- A. 17
- B. 72
- C. 80
- D. 69

95. Solve for x : $3x = 30$.

- A. 12
- B. 10
- C. 8
- D. 27

96. A rectangle is 5 units by 3 units. What is its area?

- A. 16
- B. 8
- C. 15
- D. 20

97. A runner travels 10 miles per hour for 4 hours. What distance is traveled?

- A. 15
- B. 23
- C. 44
- D. 40

98. What is 20% of 140?

- A. 28
- B. 33
- C. 23
- D. 120

99. What is $9 + 5$?

A. 14

B. 4

C. 45

D. 17

100. What is $40 - 7$?

A. 47

B. -33

C. 37

D. 33

101. What is 9 times 6?

A. 15

B. 63

C. 54

D. 51

102. Solve for x : $5x = 50$.

A. 12

B. 10

C. 8

D. 45

103. A rectangle is 12 units by 4 units. What is its area?

- A. 32
- B. 16
- C. 60
- D. 48

104. A runner travels 10 miles per hour for 6 hours. What distance is traveled?

- A. 17
- B. 60
- C. 23
- D. 66

105. What is 25% of 120?

- A. 30
- B. 35
- C. 25
- D. 95

106. What is $8 + 5$?

- A. 3
- B. 40
- C. 13
- D. 16

107. What is $32 - 7$?

- A. 25
- B. 39
- C. -25
- D. 29

108. What is 4 times 8?

- A. 12
- B. 36
- C. 29
- D. 32

109. Solve for x : $7x = 70$.

- A. 12
- B. 8
- C. 10
- D. 63

110. A rectangle is 11 units by 5 units. What is its area?

- A. 32
- B. 55
- C. 16
- D. 66

111. A runner travels 10 miles per hour for 3 hours. What distance is traveled?

- A. 30
- B. 14
- C. 23
- D. 33

112. What is 30% of 100?

- A. 35
- B. 25
- C. 30
- D. 70

113. What is $7 + 5$?

- A. 2
- B. 12
- C. 35
- D. 15

114. What is $39 - 7$?

- A. 46
- B. -32
- C. 36
- D. 32

115. What is 5 times 5?

- A. 10
- B. 30
- C. 22
- D. 25

116. Solve for x : $4x = 40$.

- A. 12
- B. 8
- C. 10
- D. 36

117. A rectangle is 10 units by 6 units. What is its area?

- A. 32
- B. 60
- C. 16
- D. 70

118. A runner travels 10 miles per hour for 5 hours. What distance is traveled?

- A. 50
- B. 16
- C. 23
- D. 55

119. What is 35% of 240?

- A. 89
- B. 79
- C. 84
- D. 205

120. What is $6 + 5$?

- A. 1
- B. 11
- C. 30
- D. 14

121. What is $31 - 7$?

- A. 24
- B. 38
- C. -24
- D. 28

122. What is 6 times 7?

- A. 13
- B. 48
- C. 39
- D. 42

123. Solve for x : $6x = 60$.

- A. 12
- B. 8
- C. 54
- D. 10

124. A rectangle is 9 units by 7 units. What is its area?

- A. 32
- B. 63
- C. 16
- D. 72

125. A runner travels 10 miles per hour for 2 hours. What distance is traveled?

- A. 13
- B. 23
- C. 20
- D. 22

126. What is 10% of 220?

- A. 22
- B. 27
- C. 17
- D. 210

Practice Exam 11: Answer Key and Explanations

- 1. D** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 2. C** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 3. B** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 4. A** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 5. D** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 6. C** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 7. D** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 8. C** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.
- 9. B** — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

10. A — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

11. D — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

12. A — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

13. C — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

14. B — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

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119. C — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

120. B — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

121. A — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

122. D — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

123. D — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

124. B — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

125. C — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.

126. A — The keyed response applies the central skill tested in this item. Identify evidence, rule, or calculation that controls the decision, then select the matching choice. Other choices overstate the idea, introduce unsupported information, reverse a relationship, or answer a different task. Before proceeding, explain why each distractor fails; this comparison builds accuracy on similar questions.