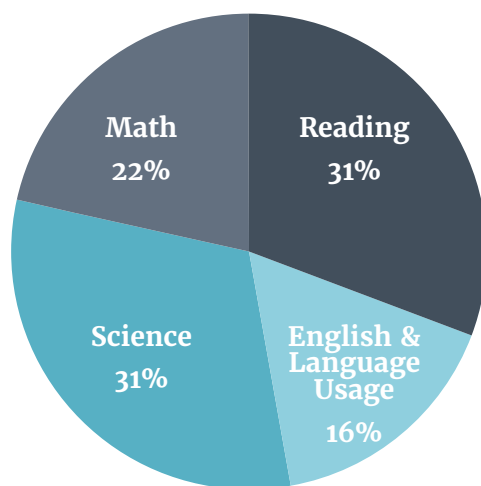




<i>English &amp; Language Usage</i>	24	16%
Conventions of Standard English	9	6%
Knowledge of Language	9	6%
Vocabulary Acquisition	6	4%
<b>Total</b>	<b>150<sup>1</sup></b>	<b>100%</b>

<sup>1</sup>There are an additional 20 unscored pretest items distributed proportionally across the four sections.



## ATI TEAS Objectives

The following list contains objectives that may be assessed on the ATI TEAS<sup>®</sup> Assessment.

### *Content Area and Objectives*

READING	
<b>R.1</b>	<b><i>Key Ideas and Details</i></b>
R.1.1.	Summarize a complex text.
R.1.2.	Infer the logical conclusion given a reading selection.
R.1.3.	Identify the topic, main idea, and supporting details.
R.1.4.	Follow a given set of directions.
R.1.5.	Identify specific information from a printed communication.
R.1.6.	Identify information from a graphic representation of information.
R.1.7.	Recognize events in a sequence.

*Content Area and Objectives (continued)*

<b>R.2</b>	<b><i>Craft and Structure</i></b>
R.2.1.	Distinguish between fact and opinion, biases, and stereotypes.
R.2.2.	Recognize the structure of texts in various formats.
R.2.3.	Interpret the meaning of words and phrases using context.
R.2.4.	Determine the denotative meaning of words.
R.2.5.	Evaluate the author's purpose in a given text.
R.2.6.	Evaluate the author's point of view in a given text.
R.2.7.	Utilize text features.
<b>R.3</b>	<b><i>Integration of Knowledge and Ideas</i></b>
R.3.1.	Identify primary sources in various media.
R.3.2.	Use evidence from the text to make predictions, inferences, and draw conclusions about a piece of writing.
R.3.3.	Compare and contrast themes from print and non-print sources.
R.3.4.	Evaluate an argument and its specific claims.
R.3.5.	Evaluate and integrate data from multiple sources in various formats including media.
<b>ENGLISH AND LANGUAGE USAGE</b>	
<b>E.1.</b>	<b><i>Conventions of Standard English</i></b>
E.1.1.	Use conventions of standard English spelling.
E.1.2.	Use conventions of standard English punctuation.
E.1.3.	Analyze various sentence structures.
<b>E.2.</b>	<b><i>Knowledge of Language</i></b>
E.2.1.	Use grammar to enhance clarity in writing.
E.2.2.	Distinguish between formal and informal language.
E.2.3.	Apply basic knowledge of the elements of the writing process.
E.2.4.	Develop a well-organized paragraph.

*Content Area and Objectives (continued)*

<b>E.3.</b>	<b><i>Vocabulary Acquisition</i></b>
E.3.1.	Use context clues to determine the meaning of words or phrases.
E.3.2.	Determine the meaning of words by analyzing word parts.
<b>SCIENCE</b>	
<b>S.1</b>	<b><i>Human Anatomy and Physiology</i></b>
S.1.1.	Describe the general anatomy and physiology of a human.
S.1.2.	Describe the anatomy and physiology of the respiratory system.
S.1.3	Describe the anatomy and physiology of the cardiovascular system.
S.1.4.	Describe the anatomy and physiology of the gastrointestinal system.
S.1.5.	Describe the anatomy and physiology of the neuromuscular system.
S.1.6.	Describe the anatomy and physiology of the reproductive system.
S.1.7.	Describe the anatomy and physiology of the integumentary system.
S.1.8.	Describe the anatomy and physiology of the endocrine system.
S.1.9.	Describe the anatomy and physiology of the genitourinary system.
S.1.10.	Describe the anatomy and physiology of the immune system.
S.1.11.	Describe the anatomy and physiology of the skeletal system.
<b>S.2</b>	<b><i>Life and Physical Sciences</i></b>
S.2.1.	Describe the basic macromolecules in a biological system.
S.2.2.	Compare and contrast chromosomes, genes, and DNA.
S.2.3.	Explain Mendel's laws of heredity.
S.2.4.	Recognize basic atomic structure.
S.2.5.	Explain characteristic properties of substances.
S.2.6.	Compare and contrast changes in states of matter.
S.2.7.	Describe chemical reactions.

*Content Area and Objectives (continued)*

<b>S.3</b>	<b><i>Scientific Reasoning</i></b>
S.3.1.	Identify basic scientific measurements using laboratory tools.
S.3.2.	Critique a scientific explanation using logic and evidence.
S.3.3.	Explain relationships among events, objects, and processes.
S.3.4.	Analyze the design of a scientific investigation.
<b>MATHEMATICS</b>	
<b>M. 1.</b>	<b><i>Number and Algebra</i></b>
M.1.1.	Convert among non-negative fractions, decimals, and percents.
M.1.2.	Perform arithmetic operations with rational numbers.
M.1.3.	Compare and order rational numbers.
M.1.4.	Solve equations in one variable.
M.1.5.	Solve real world one- or multi-step problems with rational numbers.
M.1.6.	Solve real world problems involving percentages.
M.1.7.	Apply estimation strategies and rounding rules to real world problems.
M.1.8.	Solve real world problems involving proportions.
M.1.9.	Solve real world problems involving ratios and rates of change.
M.1.10.	Translate phrases and sentences into expressions, equations, and inequalities.
<b>M.2.</b>	<b><i>Measurement and Data</i></b>
M.2.1.	Interpret relevant information from tables, charts, and graphs.
M.2.2.	Evaluate the information in tables, charts, and graphs using statistics.
M.2.3.	Explain the relationship between two variables.
M.2.4.	Calculate geometric quantities
M.2.5.	Convert within and between standard and metric systems.

## Reading Sample Questions

The 2,315-mile Missouri River tops this year's list of the "10 Most Endangered Rivers in North America," compiled annually by the conservation group American Rivers. The "Big Muddy" has been dammed, channeled, and diked to the point that one-fifth of the species native to the river and its floodplain are now classified as endangered, threatened, or of special concern, according to American Rivers. The other nine rivers on the list are New York's Upper Hudson, Washington's White Salmon, California's San Joaquin, Wisconsin's Wolf River, Arizona's Pinto Creek and Potomac, Ohio's Mill Creek, the Lower Colorado and the Tennessee River.

The next two questions are based on the passage above.

1. Which of the following may be concluded from the passage?
  - a. Wolf River is located in Washington, DC.
  - b. Bodies of water with "creek" in their names are not rivers.
  - c. The damming, diking, and channeling of a river is detrimental to the organisms that inhabit it.
  - d. The rivers of North America have been found to be more endangered than those of South America.
  
2. A conservation group organizes for which of the following principal purposes?
  - a. Collecting data for scientific research
  - b. Saving rain forests
  - c. Channeling rivers
  - d. Preserving nature

## Mathematics Sample Questions

3. Thirty percent of the students in a mathematics class received an "A." If 18 students received an "A," which of the following represents the number of students in the class?
  - a. 18
  - b. 30
  - c. 54
  - d. 60
  
4. A student earns \$1,280.50 each month at a part-time job. The student pays the following amounts for expenses each month:

Rent	\$350.00
Food	\$320.00
Utilities	\$215.60
Car expenses	\$240.00

After paying the monthly expenses listed above, which of the following represents the amount of money the student has left for other expenses?

- a. \$106.70
- b. \$154.90
- c. \$1,075.60
- d. \$1,125.60

## Science Sample Questions

5. Which of the following is part of the large intestine?
  - a. Duodenum
  - b. Rectum
  - c. Ileum
  - d. Jejunum
6. Which of the following is improved when repeated trials of an experiment have consistent results?
  - a. Reliability
  - b. Validity
  - c. Independent variables
  - d. Dependent variables

## English and Language Usage Sample Questions

7. The doctor said, "I \_\_\_\_\_ the patient yesterday." Which of the following correctly completes the sentence above?
  - a. see
  - b. saw
  - c. seen
  - d. have seen
8. The president truncated the address due to a lack of time. Which word is a synonym for truncated?
  - a. Practiced
  - b. Misplaced
  - c. Shortened
  - d. Regretted

## Solutions to Sample Questions

Question	Correct Answer
1	C
2	D
3	D
4	B
5	B
6	A
7	B
8	C