College Board

# S A T® Practice Test #1

Assistive Technology Compatible Test Form

**Important Reminders:**

1. A Number 2 pencil is required for the test. Do not use a mechanical pencil or pen.

2. Sharing any questions with anyone is a violation of Test Security and Fairness policies and may result in your scores being canceled.

This cover is representative of what you’ll see on test day.

This test edition must not be taken from the room. Unauthorized reproduction or use of any part of this test book is prohibited.

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# The S A T®

**General Directions**

1. You may work on only one section at a time.

2. If you finish a section before time is called, check your work on that section. You may **NOT** turn to any other section.

**Directions for Marking Answers on a Standard Answer Sheet**

1. Be sure to mark your answer sheet properly.



###### Begin figure description.

The preceding figure presents an example of a complete mark and examples of incomplete marks.

###### End figure description.

2. You must use a Number 2 pencil.

3. Carefully mark only one answer for each question.

4. Make sure you fill the entire circle darkly and completely.

5. Do not make any stray marks on your answer sheet.

6. If you erase, do so completely. Incomplete erasures may be scored as intended answers.

7. Use only the answer rows that correspond to the question numbers.

**Scoring**

1. For each correct answer, you receive one point.

2. You do not lose points for wrong answers; therefore, you should try to answer every question even if you are not sure of the correct answer.

Follow this link for more information on scoring your practice test: [**www.s a t.org/scoring**](http://www.s a t.org/scoring)

W F‑5 K S A 0 9-E

Ideas contained in passages for this test, some of which are excerpted or adapted from published material, do not necessarily represent the opinions of the College Board.

Information for users of assistive technology is on pages 4 through 7.

**Do not open the first section of the test until the supervisor tells you to do so.**

### Information for users of assistive technology

Any documents that accompany these instructions are designed to be accessible to individuals who use screen readers, text readers, or other assistive technology. You may wish to consult the manual or help system of your software to learn how best to take advantage of the following features implemented in this document.

#### Headings

Some questions include passages or other material that you may find it useful to return to or skip past. To assist in this kind of navigation, the test documents use headings as follows.

Heading level 3: section titles

Heading level 4: directions for a group of questions or references to material on which one or more questions will be based (for example, “Question 3 is based on the following text.”)

Heading level 5: question numbers, which directly precede the associated questions

Heading level 6: indications of skippable content (For example, you may prefer to skip some sections of this script, such as those that provide figure descriptions or possible answers in context for questions that involve revision. This content is identified at the beginning by the phrase “**Begin skippable content**” and at the end by the phrase “**End skippable content**.” These phrases are formatted as level‑6 headings.)

#### Links

This document includes hyperlinked material. There are two ways to follow a link. One is to move the flashing text cursor, or caret, into the hyperlinked text and press the Enter key; the other is to place the mouse cursor, or pointer, over the hyperlinked text and press Ctrl+left‑click (that is, press and release the left button on the mouse while holding down the Ctrl key on the keyboard). Some software includes commands for listing links in a document. In JAWS, for example, pressing Insert+F5 provides a list of links. After following a link in Microsoft Word®, you can return to your previous location by pressing Alt+left arrow.

#### Text attributes

Boldfacing and underlining are used in this document for emphasis and in defined heading styles. Italic type is not used as an emphasis indicator in this document but is used in defined heading styles and where standard typographic conventions require them, such as book titles and mathematical variables. Adjust the settings of your screen reader or other software if you wish to be notified of text attribute changes. Except where stated otherwise, this formatting is not critical to the meaning of the test material.

#### Text and graphics size

The styles used in this document result in text that is moderately enlarged. To enlarge text further in Microsoft Word, the following is recommended, in order of preference:

1. Adjust the styles to meet your needs. You can adjust both font size and typeface if desired.

2. Manually adjust the font size or typeface as desired.

3. Use Microsoft Word’s zoom function. This is the easiest way to enlarge any figures, but note that some screen readers will not read text that has moved offscreen as a result of zooming.

#### Pronunciation

Some changes to the text have been made to improve the way screen readers pronounce the text where doing so would not inappropriately change test content. For example, we have inserted spaces between the letters of initialisms to ensure that the individual letters are spoken separately. However, please note that pronunciation errors may remain. If unsure of a word, use the spelling or character‑by‑character navigation function of your software to resolve any uncertainties.

#### Punctuation

Where punctuation or symbols are critical to the meaning of test material, we either convert the punctuation mark or symbol to words (for example, “it apostrophe s” or “it s apostrophe”) or else include a statement advising you to take note of punctuation for a particular question or portion of a question.

#### Tables

Some questions may include tables. Use the table‑navigation features of your software.

#### Figures

This document may include figures, which appear on screen. Following each figure on screen is text describing that figure. Readers using visual presentations of the figures may choose to skip parts of the text describing the figure that begin with “**Begin skippable figure description**” and end with “**End skippable figure description**.”

Your software may speak unhelpful information when you arrive at the figures, such as the figure’s size. If your software offers a method of configuring speech for graphics, you may wish to use that to prevent it from speaking the unwanted information.

#### Mathematical equations and expressions

Some of these documents include mathematical equations and expressions. Some of the mathematical equations and expressions are presented as graphics. In cases where a mathematical equation or expression is presented as a graphic, a verbal presentation is also given and the verbal presentation comes directly after the graphic presentation. The verbal presentation is in green font to assist readers in telling the two presentation modes apart. Readers using audio alone can safely ignore the graphical presentations, and readers using visual presentations may ignore the verbal presentations.

#### Differences between test formats

If you are using the assistive technology compatible (A T C) edition along with another edition of the test, you may notice some slight differences in the wording of some content. Differences in wording between these editions are the result of adaptations made for various test formats.