

Introduction - Algebra I

The following released test questions are taken from the Algebra I Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Algebra I. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003 and 2004. First on the pages that follow are lists of the standards assessed on the Algebra I Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document. Some of the released test questions for Algebra I are the same test questions found in different combinations on the Integrated Mathematics 1 and 2 California Standards Tests and the Summative High School Mathematics California Standards Test.

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Properties, Operations, and Linear Equations	17	8
Graphing and Systems of Linear Equations	14	8
Quadratics and Polynomials	21	10
Functions and Rational Expressions	13	6
TOTAL	65	32

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Algebra I Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

THE NUMBER PROPERTIES, OPERATIONS, AND LINEAR EQUATIONS REPORTING CLUSTER

The following 11 California content standards are included in the Number Properties, Operations, and Linear Equations reporting cluster and are represented in this booklet by eight test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Algebra I

Standard Set 1.0	Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
1.1	Students use properties of numbers to demonstrate whether assertions are true or false.
2.0*	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
3.0	Students solve equations and inequalities involving absolute values.
4.0*	Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$.
5.0*	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
Standard Set 24.0	Students use and know simple aspects of a logical argument:
24.1	Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
24.2	Students identify the hypothesis and conclusion in logical deduction.
24.3	Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.
Standard Set 25.0	Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:
25.1	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
25.2	Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
25.3	Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

* Denotes key standards

THE GRAPHING AND SYSTEMS OF LINEAR EQUATIONS REPORTING CLUSTER

The following four California content standards are included in the Graphing and Systems of Linear Equations reporting cluster and are represented in this booklet by eight test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Algebra I**

6.0*	Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).
7.0*	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
9.0*	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

* Denotes key standards

THE QUADRATICS AND POLYNOMIALS REPORTING CLUSTER

The following eight California content standards are included in the Quadratics and Polynomials reporting cluster and are represented in this booklet by 10 test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Algebra I

10.0*	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
14.0*	Students solve a quadratic equation by factoring or completing the square.
19.0*	Students know the quadratic formula and are familiar with its proof by completing the square.
20.0*	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
21.0*	Students graph quadratic functions and know that their roots are the x -intercepts.
22.0	Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.
23.0*	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

* Denotes key standards

THE FUNCTIONS AND RATIONAL EXPRESSIONS REPORTING CLUSTER

The following six California content standards are included in the Functions and Rational Expressions reporting cluster and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the Algebra I California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Algebra I**

12.0*	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
13.0*	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
15.0*	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
16.0	Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
17.0	Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
18.0	Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

* Denotes key standards

Algebra I

Released Test Questions

1 $\sqrt{16} + \sqrt[3]{8} =$

- A 4
- B 6
- C 9
- D 10

2 What is the solution for this equation?

$$|2x - 3| = 5$$

- A $x = -4$ or $x = 4$
- B $x = -4$ or $x = 3$
- C $x = -1$ or $x = 4$
- D $x = -1$ or $x = 3$

3 What is the solution set of the inequality $5 - |x + 4| \leq -3$?

- A $-2 \leq x \leq 6$
- B $x \leq -2$ or $x \geq 6$
- C $-12 \leq x \leq 4$
- D $x \leq -12$ or $x \geq 4$

4 Which equation is equivalent to

$$5x - 2(7x + 1) = 14x?$$

- A $-9x - 2 = 14x$
- B $-9x + 1 = 14x$
- C $-9x + 2 = 14x$
- D $12x - 1 = 14x$

5 The total cost (c) in dollars of renting a sailboat for n days is given by the equation

$$c = 120 + 60n.$$

If the total cost was \$360, for how many days was the sailboat rented?

- A 2
- B 4
- C 6
- D 8

6 Solve: $3(x + 5) = 2x + 35$

Step 1: $3x + 15 = 2x + 35$

Step 2: $5x + 15 = 35$

Step 3: $5x = 20$

Step 4: $x = 4$

Which is the first *incorrect* step in the solution shown above?

- A Step 1
- B Step 2
- C Step 3
- D Step 4

7 A 120-foot-long rope is cut into 3 pieces. The first piece of rope is twice as long as the second piece of rope. The third piece of rope is three times longer than the second piece of rope. What is the length of the longest piece of rope?

- A 20 feet
- B 40 feet
- C 60 feet
- D 80 feet

Released Test Questions

Algebra I

- 8** Which number serves as a counterexample to the statement below?

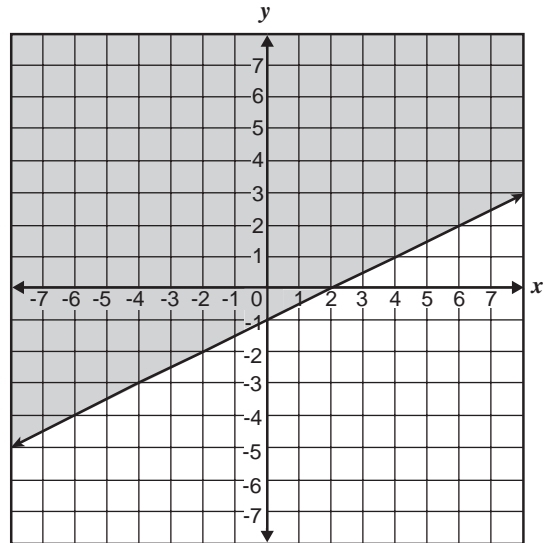
All positive integers are divisible by 2 or 3.

- A 100
B 57
C 30
D 25

- 9** What is the y -intercept of the graph of $4x + 2y = 12$?

- A -4
B -2
C 6
D 12

- 10** Which inequality is shown on the graph below?



- A $y < \frac{1}{2}x - 1$
B $y \leq \frac{1}{2}x - 1$
C $y > \frac{1}{2}x - 1$
D $y \geq \frac{1}{2}x - 1$

Algebra I

Released Test Questions

11 Which point lies on the line defined by $3x + 6y = 2$?

A $(0, 2)$

B $(0, 6)$

C $\left(1, -\frac{1}{6}\right)$

D $\left(1, -\frac{1}{3}\right)$

12 What is the equation of the line that has a slope of 4 and passes through the point $(3, -10)$?

A $y = 4x - 22$

B $y = 4x + 22$

C $y = 4x - 43$

D $y = 4x + 43$

13 The equation of line l is $6x + 5y = 3$, and the equation of line q is $5x - 6y = 0$. Which statement about the two lines is true?

A Lines l and q have the same y -intercept.

B Lines l and q are parallel.

C Lines l and q have the same x -intercept.

D Lines l and q are perpendicular.

14 Which equation represents a line that is parallel

to $y = -\frac{5}{4}x + 2$?

A $y = -\frac{5}{4}x + 1$

B $y = -\frac{4}{5}x + 2$

C $y = \frac{4}{5}x + 3$

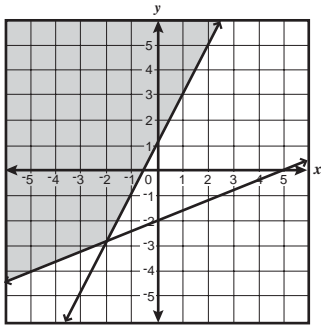
D $y = \frac{5}{4}x + 4$

Released Test Questions

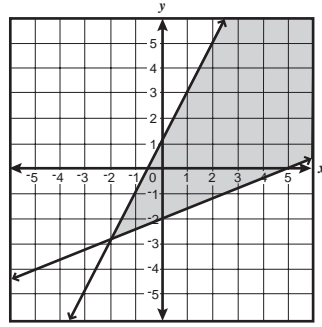
Algebra I

- 15 Which graph *best* represents the solution to this system of inequalities?

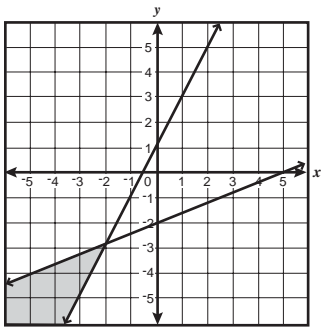
$$\begin{cases} 2x \geq y - 1 \\ 2x - 5y \leq 10 \end{cases}$$



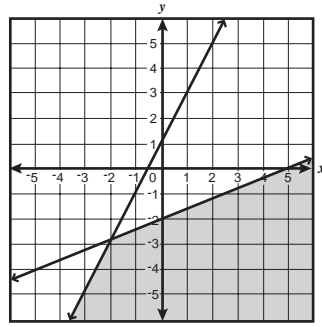
A



C



B



D

- 16 What is the solution to this system of equations?

$$\begin{cases} y = -3x - 2 \\ 6x + 2y = -4 \end{cases}$$

- A (6, 2)
- B (1, -5)
- C no solution
- D infinitely many solutions

- 17

$$\frac{5x^3}{10x^7} =$$

- A $2x^4$
- B $\frac{1}{2x^4}$
- C $\frac{1}{5x^4}$
- D $\frac{x^4}{5}$

- 18 What is the factored form of $3a^2 - 24ab + 48b^2$?

- A $(3a - 8b)(a - 6b)$
- B $(3a - 16b)(a - 3b)$
- C $3(a - 4b)(a - 4b)$
- D $3(a - 8b)(a - 8b)$

- 19 Which is a factor of $x^2 - 11x + 24$?

- A $x + 3$
- B $x - 3$
- C $x + 4$
- D $x - 4$

Algebra I

Released Test Questions

- 20** If x^2 is added to x , the sum is 42. Which of the following could be the value of x ?

A -7
 B -6
 C 14
 D 42

- 21** Toni is solving this equation by completing the square.

$$ax^2 + bx + c = 0 \text{ (where } a \geq 0 \text{)}$$

Step 1: $ax^2 + bx = -c$

Step 2: $x^2 + \frac{b}{a}x = -\frac{c}{a}$

Step 3: ?

Which should be Step 3 in the solution?

A $x^2 = -\frac{c}{b} - \frac{b}{a}x$

B $x + \frac{b}{a} = -\frac{c}{ax}$

C $x^2 + \frac{b}{a}x + \frac{b}{2a} = -\frac{c}{a} + \frac{b}{2a}$

D $x^2 + \frac{b}{a}x + \left(\frac{b}{2a}\right)^2 = -\frac{c}{a} + \left(\frac{b}{2a}\right)^2$

- 22** Which is one of the solutions to the equation

$$2x^2 - x - 4 = 0?$$

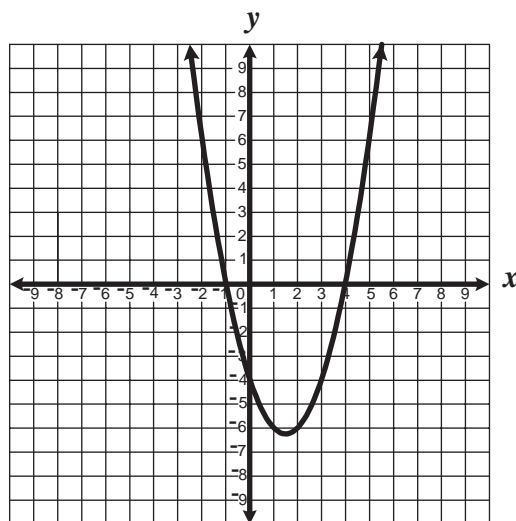
A $\frac{1}{4} - \sqrt{33}$

B $-\frac{1}{4} + \sqrt{33}$

C $\frac{1 + \sqrt{33}}{4}$

D $\frac{-1 - \sqrt{33}}{4}$

- 23** The graph of the equation $y = x^2 - 3x - 4$ is shown below.



For what value or values of x is $y = 0$?

- A $x = -1$ only
 B $x = -4$ only
 C $x = -1$ and $x = 4$
 D $x = 1$ and $x = -4$

Released Test Questions

Algebra I

24 How many times does the graph of $y = 2x^2 - 2x + 3$ intersect the x -axis?

- A none
- B one
- C two
- D three

25 An object that is projected straight downward with initial velocity v feet per second travels a distance $s = vt + 16t^2$, where $t =$ time in seconds. If Ramón is standing on a balcony 84 feet above the ground and throws a penny straight down with an initial velocity of 10 feet per second, in how many seconds will it reach the ground?

- A 2 seconds
- B 3 seconds
- C 6 seconds
- D 8 seconds

26 The height of a triangle is 4 inches greater than twice its base. The area of the triangle is 168 square inches. What is the base of the triangle?

- A 7 in.
- B 8 in.
- C 12 in.
- D 14 in.

27 What is $\frac{x^2 - 4xy + 4y^2}{3xy - 6y^2}$ reduced to lowest terms?

- A $\frac{x-2y}{3}$
- B $\frac{x-2y}{3y}$
- C $\frac{x+2y}{3}$
- D $\frac{x+2y}{3y}$

28 $\frac{7z^2 + 7z}{4z + 8} \cdot \frac{z^2 - 4}{z^3 + 2z^2 + z} =$

- A $\frac{7(z-2)}{4(z+1)}$
- B $\frac{7(z+2)}{4(z-1)}$
- C $\frac{7z(z+1)}{4(z+2)}$
- D $\frac{7z(z-1)}{4(z+2)}$

Algebra I

Released Test Questions

- 29** A pharmacist mixed some 10%-saline solution with some 15%-saline solution to obtain 100 mL of a 12%-saline solution. How much of the 10%-saline solution did the pharmacist use in the mixture?

A 60 mL
 B 45 mL
 C 40 mL
 D 25 mL

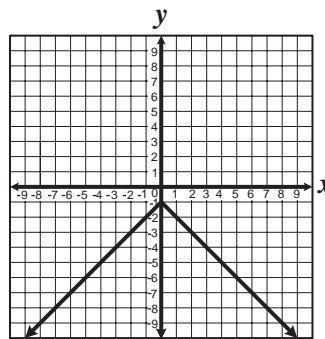
- 30** Andy's average driving speed for a 4-hour trip was 45 miles per hour. During the first 3 hours he drove 40 miles per hour. What was his average speed for the last hour of his trip?

A 50 miles per hour
 B 60 miles per hour
 C 65 miles per hour
 D 70 miles per hour

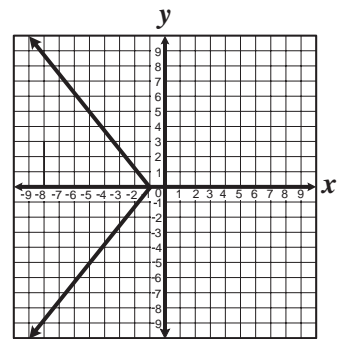
- 31** Which relation is a function?

A $\{(-1, 3), (-2, 6), (0, 0), (-2, -2)\}$
 B $\{(-2, -2), (0, 0), (1, 1), (2, 2)\}$
 C $\{(4, 0), (4, 1), (4, 2), (4, 3)\}$
 D $\{(7, 4), (8, 8), (10, 8), (10, 10)\}$

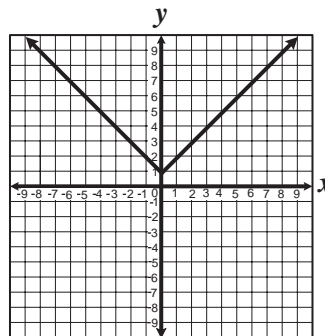
- 32** For which equation graphed below are *all* the *y*-values negative?



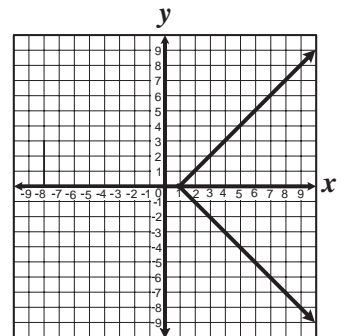
A



C



B



D

Question Number	Correct Answer	Standard	Year of Test
1	<i>B</i>	2.0	2003
2	<i>C</i>	3.0	2003
3	<i>D</i>	3.0	2004
4	<i>A</i>	4.0	2003
5	<i>B</i>	5.0	2003
6	<i>B</i>	5.0	2004
7	<i>C</i>	5.0	2004
8	<i>D</i>	24.1	2004
9	<i>C</i>	6.0	2003
10	<i>D</i>	6.0	2004
11	<i>C</i>	7.0	2003
12	<i>A</i>	7.0	2004
13	<i>D</i>	8.0	2003
14	<i>A</i>	8.0	2004
15	<i>C</i>	9.0	2003
16	<i>D</i>	9.0	2004
17	<i>B</i>	10.0	2004
18	<i>C</i>	11.0	2003
19	<i>B</i>	11.0	2004
20	<i>A</i>	14.0	2004
21	<i>D</i>	19.0	2003
22	<i>C</i>	20.0	2003
23	<i>C</i>	21.0	2003
24	<i>A</i>	22.0	2004
25	<i>A</i>	23.0	2003
26	<i>C</i>	23.0	2004
27	<i>B</i>	12.0	2003
28	<i>A</i>	13.0	2003
29	<i>A</i>	15.0	2003
30	<i>B</i>	15.0	2004
31	<i>B</i>	16.0	2004
32	<i>A</i>	17.0	2004