

# 10 Full-Length Wisconsin Algebra 2 Practice Tests

*Complete Test Prep with Detailed Answer Explanations*

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# Welcome to Your Practice Book

10 full-length Algebra 2 tests for complete practice and endurance

## Welcome!

This book gives you **10 full-length Algebra 2 practice tests** with detailed answer explanations. Treat each test as a complete practice cycle: work carefully, check your score, review mistakes, and return to the next test with a clearer plan.

### Practice routine

- ✓ Take each test in one quiet sitting
- ✓ Use a timer and avoid notes
- ✓ Mark questions you want to revisit

### Improve your score

- ✓ Review every missed question
- ✓ Write down the mistake pattern
- ✓ Practice that kind of problem again

Ten tests give you room to practice, reset, and finish stronger.

1  
Diagnose

2  
Train

3  
Finish

“ Build endurance by taking full tests under timed conditions, then use the explanations for focused review. ”





# How to Use This Book



A complete 10-test Algebra 2 preparation program

## What is inside

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### 10 full-length practice tests

Each test samples the full Algebra 2 course: functions, quadratics, polynomials, rational and radical expressions, exponentials, logarithms, sequences, matrices, trigonometry, conics, statistics, probability, and finance.

### Detailed answer explanations

Review each mistake until you can explain the method without looking.

### Reference sheet and score tracker

Use formulas before the test, then track scores and save progress online after each test.

## Question types

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### Multiple Choice

Solve first, then match. Check restrictions and units before choosing.

### Short Answer

Show equations, substitutions, simplification, and the final conclusion.

### Graphing & Data

Use labels and scale. Explain what intercepts, extrema, or trends mean.

## Ten-test rhythm

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**Suggested pacing:** Take one test every 3–4 days, or one per week. Use the time between tests for targeted review, not more guessing.

1

### Score

Mark every answer.

2

### Study

Review missed topics.

3

### Retry

Redo similar problems.

# 💡 Test-Taking Tips 💡

Practical habits for Algebra 2 practice tests

## During the test

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### 1. Read for the target.

Identify exactly what the question asks before calculating.

### 2. Set up before solving.

Write the equation, expression, graph feature, or formula you plan to use.

### 3. Show the algebra.

Keep signs, restrictions, substitutions, and simplification visible.

### 4. Check reasonableness.

Substitute, estimate, inspect the graph, or compare units.

### 5. Answer the question asked.

Re-read the final sentence before marking your answer.

## After the test

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### Score

Mark each question and write down the test score.

### Sort

Group missed questions by topic, not by page number.

### Study

Review the explanation, then retry a similar problem.

## Common traps

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**Inequalities:** flip the sign when multiplying or dividing by a negative.

**Quadratics:** use  $2a$  in the denominator of the quadratic formula and interpret the discriminant before solving.

**Rational expressions:** excluded values come from the original denominator, even after simplifying.

**Radicals and logs:** check domain restrictions and extraneous solutions.

**Graphs:** scale the axes first, then label intercepts, asymptotes, extrema, or end behavior.



# What You'll Need



Gather materials before you begin

## Materials checklist

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- |   |                                 |   |                                     |
|---|---------------------------------|---|-------------------------------------|
| ✓ | Sharpened pencils               | ✓ | Good eraser                         |
| ✓ | Scratch paper                   | ✓ | Ruler or straightedge               |
| ✓ | Graphing calculator, if allowed | ✓ | Quiet place to work                 |
| ✓ | Timer for practice tests        | ✓ | The answer key for review afterward |

## Usually allowed

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Pencils, scratch paper provided on test day, graphing calculator when your state allows it, and a straight-edge for graphing.

## Usually not allowed

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Phones, notes, textbooks, online help, or any calculator/app not permitted by your official test rules.



**Same setup**



**Same tools**



**Better comparison**

A consistent routine makes your scores easier to compare.



# Algebra 2 Reference Sheet



High-yield formulas for quick review before each practice test

## Functions

Domain = allowed inputs; range = outputs.

$$\text{Average rate: } \frac{f(b) - f(a)}{b - a}$$

$f(x) + k$ : up/down;  $f(x - h)$ : right/left

$af(x)$ : vertical stretch/reflection

$f(bx)$ : horizontal change

Inverse:  $f^{-1}(f(x)) = x$

## Linear

$$\text{Slope: } m = \frac{y_2 - y_1}{x_2 - x_1}$$

Point-slope:  $y - y_1 = m(x - x_1)$

Slope-intercept:  $y = mx + b$

Standard:  $Ax + By = C$

Parallel: same  $m$ ; perpendicular:  $m_1 m_2 = -1$

## Systems

Solutions are intersections.

Substitution: solve one equation, plug in.

Elimination: align terms, add/subtract.

No solution: parallel lines.

Infinitely many: same line.

## Quadratics

Standard:  $y = ax^2 + bx + c$

Vertex:  $y = a(x - h)^2 + k$

Factored:  $y = a(x - r_1)(x - r_2)$

Axis:  $x = -\frac{b}{2a}$

$$\text{Formula: } x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Discriminant:  $b^2 - 4ac$

Roots:  $r_1 + r_2 = -\frac{b}{a}$ ,  $r_1 r_2 = \frac{c}{a}$

## Polynomials

Remainder: divide by  $x - a$ , remainder  $f(a)$ .

Factor:  $x - a$  factor iff  $f(a) = 0$ .

Zeros and factors:  $x = r \leftrightarrow (x - r)$

Even degree: same end behavior.

Odd degree: opposite end behavior.

Even multiplicity touches; odd crosses.

## Complex Numbers

$$i^2 = -1, i^3 = -i, i^4 = 1$$

$(a + bi) + (c + di) = (a + c) + (b + d)i$

$(a + bi)(c + di) = (ac - bd) + (ad + bc)i$

Conjugates:  $a + bi$ ,  $a - bi$

Real polynomials have conjugate complex roots.

## Rational

Excluded values come from original denominator.

Factor first; cancel common factors.

Vertical asymptotes: uncanceled denominator zeros.

Holes: canceled denominator zeros.

Horizontal asymptote compares degrees.

Rational inequality: use sign chart.

## Radicals

$$a^{m/n} = \sqrt[n]{a^m} = (\sqrt[n]{a})^m$$

$a^m a^n = a^{m+n}$

$\frac{a^m}{a^n} = a^{m-n}$

Power function:  $f(x) = ax^p$

Radical equations: isolate, power, check.

Even roots need nonnegative radicands.

## Exponential

Model:  $y = ab^x$

Growth:  $b > 1$ ; decay:  $0 < b < 1$

Compound:  $A = P(1 + \frac{r}{n})^{nt}$

Continuous:  $A = Pe^{rt}$

Half-life/decay:  $A = A_0(1 - r)^t$

## Logarithms

$\log_b(x) = y \leftrightarrow b^y = x$

$\log_b(MN) = \log_b M + \log_b N$

$\log_b(M/N) = \log_b M - \log_b N$

$\log_b(M^p) = p \log_b M$

Change base:  $\log_b x = \frac{\log x}{\log b}$

Log domain: argument  $> 0$ .

## Sequences

Arithmetic:  $a_n = a_1 + (n - 1)d$

Arithmetic recursive:  $a_n = a_{n-1} + d$

Arithmetic sum:  $S_n = \frac{n(a_1 + a_n)}{2}$

Geometric:  $a_n = a_1 r^{n-1}$

Geometric recursive:  $a_n = r a_{n-1}$

Finite sum:  $S_n = \frac{a_1(1 - r^n)}{1 - r}$

Infinite sum:  $S = \frac{a_1}{1 - r}$ ,  $|r| < 1$

## Matrices

Matrix size: rows  $\times$  columns.

Add/subtract only same dimensions.

Multiply  $A_{m \times n} B_{n \times p} = C_{m \times p}$ .

Identity:  $AI = IA = A$

For  $2 \times 2$ , determinant  $ad - bc$ .



# Algebra 2 Reference Sheet



Trig, conics, data, probability, and modeling reminders

## Trigonometry

Unit point:  $(\cos \theta, \sin \theta)$

$$\sin^2 \theta + \cos^2 \theta = 1$$

$$1 + \tan^2 \theta = \sec^2 \theta$$

$$\sin = \frac{\text{opp}}{\text{hyp}}, \cos = \frac{\text{adj}}{\text{hyp}}, \tan = \frac{\text{opp}}{\text{adj}}$$

$$\text{Sine/cosine period: } \frac{2\pi}{|b|}$$

$$\text{Tangent period: } \frac{\pi}{|b|}$$

$$\text{Law of Sines: } \frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

$$\text{Law of Cosines: } c^2 = a^2 + b^2 - 2ab \cos C$$

## Trig Graphs

$$y = A \sin(B(x - C)) + D$$

$$\text{Amplitude: } |A|$$

$$\text{Period: } \frac{2\pi}{|B|} \text{ for sine/cosine}$$

$$\text{Period: } \frac{\pi}{|B|} \text{ for tangent}$$

$$\text{Phase shift: } C$$

$$\text{Midline: } y = D$$

$$\text{Max/min: } D \pm |A|$$

## Special Angles

$$30^\circ = \frac{\pi}{6}, 45^\circ = \frac{\pi}{4}, 60^\circ = \frac{\pi}{3}$$

$$\sin 30^\circ = \frac{1}{2}, \cos 30^\circ = \frac{\sqrt{3}}{2}$$

$$\sin 45^\circ = \cos 45^\circ = \frac{\sqrt{2}}{2}$$

$$\sin 60^\circ = \frac{\sqrt{3}}{2}, \cos 60^\circ = \frac{1}{2}$$

Quadrant signs: ASTC.

## Conics

$$\text{Circle: } (x - h)^2 + (y - k)^2 = r^2$$

$$\text{Parabola: } (x - h)^2 = 4p(y - k)$$

$$\text{or } (y - k)^2 = 4p(x - h)$$

$$\text{Ellipse: } \frac{(x - h)^2}{a^2} + \frac{(y - k)^2}{b^2} = 1$$

$$\text{Hyperbola: } \frac{(x - h)^2}{a^2} - \frac{(y - k)^2}{b^2} = 1$$

## Conic Details

Circle center  $(h, k)$ , radius  $r$ .

Parabola vertex  $(h, k)$ , focus is  $|p|$  away.

Ellipse: larger denominator gives major axis.

$$\text{Ellipse: } c^2 = a^2 - b^2$$

$$\text{Hyperbola: } c^2 = a^2 + b^2$$

Asymptotes guide hyperbola branches.

## Statistics

$$\text{Mean: } \bar{x} = \frac{\sum x}{n}$$

$$z = \frac{x - \mu}{\sigma}$$

Residual = actual - predicted

Correlation  $r$  is between  $-1$  and  $1$ .

Normal: about 68%, 95%, 99.7% within 1, 2, 3 SDs.

## Data Displays

$$\text{IQR: } Q_3 - Q_1$$

$$\text{Outlier fence: } Q_1 - 1.5(\text{IQR}), Q_3 + 1.5(\text{IQR})$$

Median resists outliers.

Mean is pulled by outliers.

Standard deviation measures typical distance from mean.

## Regression

Residual: actual - predicted.

Positive  $r$ : as  $x$  rises,  $y$  tends to rise.

Negative  $r$ : as  $x$  rises,  $y$  tends to fall.

Strong linear fit:  $|r|$  close to  $1$ .

$R^2$  is percent of variation explained.

## Probability

$$P(A | B) = \frac{P(A \cap B)}{P(B)}$$

$$\text{Independent: } P(A \cap B) = P(A)P(B)$$

$$\text{Either/or: } P(A \cup B) = P(A) + P(B) - P(A \cap B)$$

$$\text{Permutations: } {}_n P_r = \frac{n!}{(n - r)!}$$

$$\text{Combinations: } {}_n C_r = \frac{n!}{r!(n - r)!}$$

$$\text{Binomial: } {}_n C_r p^r (1 - p)^{n - r}$$

## Counting

Fundamental counting principle: multiply choices.

Permutation: order matters.

Combination: order does not matter.

With replacement: choices stay the same.

Without replacement: choices decrease.

## Finance

$$\text{Simple interest: } I = Prt$$

$$\text{Future amount: } A = P + I$$

$$\text{Compound: } A = P(1 + \frac{r}{n})^{nt}$$

$$\text{Continuous: } A = Pe^{rt}$$

$$\text{Depreciation: } A = P(1 - r)^t$$

$$\text{Percent change: } \frac{\text{new} - \text{old}}{\text{old}}$$

## Modeling Checks

Linear: constant first differences.

Quadratic: constant second differences.

Exponential: constant ratios.

Domain should match the context.

Round only at the end unless directed.

# My Test Tracker

Record scores, review topics, and save your progress online

Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Test	Date	Score / 50	Percent	Topic or chapter to review
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____
8	_____	_____	_____	_____
9	_____	_____	_____	_____
10	_____	_____	_____	_____

## Review pattern

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### Tests 1–3

Build the baseline and identify weak chapters.

### Tests 4–7

Improve pacing and accuracy topic by topic.

### Tests 8–10

Rehearse under full test-day conditions.

Track your progress and save your scores on [ViewMath.com](https://www.viewmath.com)

Scan the QR code to enter scores, save progress, and review weak topics.

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PRACTICE TEST

1

## Practice Test 1

 10 Questions

### Before You Start

- ✓ *Read each question carefully before choosing your answer.*
- ✓ *Show your work on scratch paper when you need to.*
- ✓ *Skip hard questions and come back to them later.*
- ✓ *Check your answers when you're done.*
- ✓ *Take your time — there's no rush!*

★ *You've Got This!* ★

*Do your best and show what you know!*



1. What is the value of  $3(2^3 - 5) + 4$ ?

(A) 13

(B) 17

(C) 31

(D) 85

2. Which test point satisfies  $y > -x + 3$ ?

(A) (0, 0)

(B) (1, 1)

(C) (3, 1)

(D) (4, -1)

3. Which value makes  $2x + 9 = 17$  true?

(A)  $x = 2$

(B)  $x = 4$

(C)  $x = 8$

(D)  $x = 13$

4. What is the  $x$ -intercept of  $2x + 5y = 20$ ?

(A) 4

(B) 10

(C) 20

(D) -4

5. Simplify  $5(2y - 1) - 3(y + 4)$ .

(A)  $7y - 17$

(B)  $7y + 7$

(C)  $13y - 17$

(D)  $10y - 15$

6. If  $a = -2$  and  $b = 5$ , what is  $a^2 - 3b$ ?

(A) -19

(B) -11

(C) 1

(D) 17



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7. Which equation has slope  $-3$  and  $y$ -intercept  $4$ ?

(A)  $y = 4x - 3$

(B)  $y = -3x + 4$

(C)  $y = 3x - 4$

(D)  $3x + y = -4$

8. Which system has no solution?

(A)  $y = 3x + 2$  and  $y = 3x - 5$

(B)  $y = 3x + 2$  and  $y = -3x + 2$

(C)  $x + y = 6$  and  $x - y = 2$

(D)  $y = x$  and  $y = 2x$

9. If  $f(2) = 9$ , what point is on the graph of  $f$ ?

(A)  $(9, 2)$

(B)  $(2, 9)$

(C)  $(0, 9)$

(D)  $(2, 0)$

10. Which quadratic opens downward?

(A)  $y = 3x^2 - 1$

(B)  $y = -2(x + 1)^2 + 5$

(C)  $y = (x - 4)^2$

(D)  $y = \frac{1}{2}x^2 + 2$



# *Answer Key & Explanations*



## Answer Key

First try each test on your own, then check your work here.

### Practice Test 1 – Answer Key

1 A

2 C

3 B

4 B

5 A

6 B

7 B

8 A

9 B

10 B

### Time to Learn!

Review the explanations below, *especially for the questions you missed.*

Understanding why each answer is correct builds stronger problem-solving skills.

*Tip:* Circle any questions you got wrong, then read their explanation carefully.

### Practice Test 1 – Detailed Explanations

1 Evaluate the exponent first:  $2^3 = 8$ , so  $3(8 - 5) + 4 = 9 + 4 = 13$ .

2 For  $(3, 1)$ , the right side is  $-3 + 3 = 0$ , and  $1 > 0$  is true.

3 Substitution gives  $2(4) + 9 = 17$ , while the other values do not balance the equation.



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- 4 Set  $y = 0$  to find the  $x$ -intercept:  $2x = 20$ , so  $x = 10$ .
- 5 Distribute first to get  $10y - 5 - 3y - 12$ , and combine like terms to get  $7y - 17$ .
- 6 Substitute carefully:  $(-2)^2 - 3(5) = 4 - 15 = -11$ .
- 7 Slope-intercept form is  $y = mx + b$ , so  $m = -3$  and  $b = 4$  give  $y = -3x + 4$ .
- 8 The two lines have the same slope but different intercepts, so they are parallel and never intersect.
- 9 Function notation  $f(2) = 9$  means input 2 gives output 9, so the point is  $(2, 9)$ .
- 10 A negative leading coefficient makes a parabola open downward, and  $-2(x + 1)^2 + 5$  has a negative coefficient.

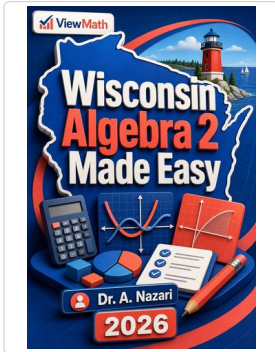


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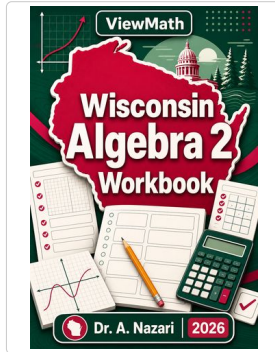
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Study Guide



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Workbook



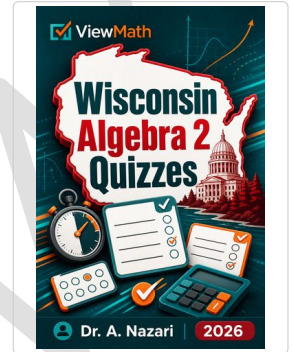
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Step-by-Step



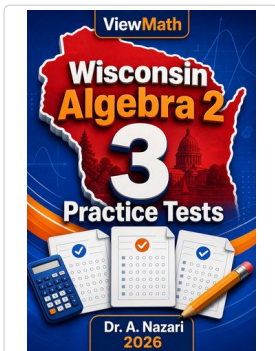
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Quizzes



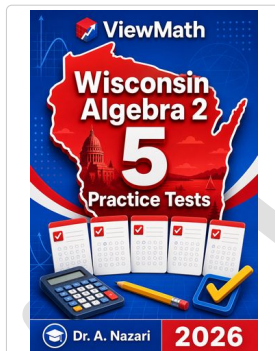
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3 Practice Tests



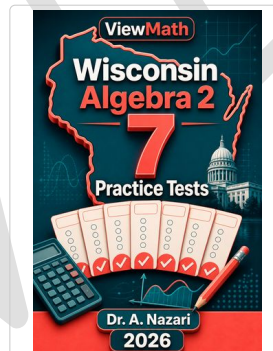
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5 Practice Tests



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7 Practice Tests



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Math in 30 Days



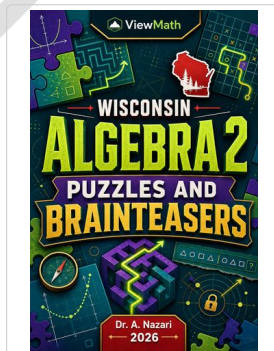
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Math in 10 Days



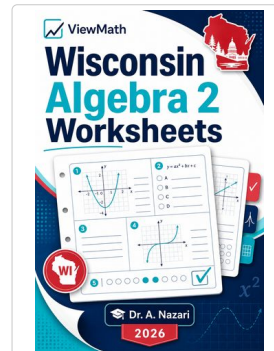
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