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Mississippi Algebra I Practice Workbook

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The Most Comprehensive Review of Algebra I

By

Reza Nazari

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A-REI.3-Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
A-REI.4-Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.
A-REI.5-Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system
A-REI.6- Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.
A-REI.10-Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
A-REI.11-Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential functions
A-REI.12-Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality) and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
Functions Interpreting Functions (F-IF)
F-IF.1-Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.
F-IF.2-Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context
F-IF.3-Recognize that sequences are functions whose domain is a subset of the integers.
F-IF.4-For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity
F-IF.5-Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
F-IF.6-Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph
F-IF.7-Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima. b. Graph square root and piecewise- defined functions, including absolute value functions.
F-IF.8-Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the process of factoring and completing the square in a quadratic function to show zeroes, extreme values, and symmetry of the graph, and interpret these in terms of a context.
F-IF.9-Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
Functions Building Functions (F-BF)
F-BF.1-Write a function that describes a relationship between two quantities. a. Determine an explicit expression or steps for calculation from a context.
F-BF.3-Identify the effect on the graph of replacing $f(x)$ by $f(x) + k, k\,f(x), f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them
Functions Linear, Quadratic, and Exponential Models (F-LE)
F-LE.1-Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
F-LE.2-Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
F-LE.5-Interpret the parameters in a linear or exponential function in terms of a context.
Statistics and Probability Interpreting Categorical and Quantitative Data (S-ID)
S-ID.1-Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).
S-ID.2-Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
S-ID.3-Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
S-ID.5-Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
S-ID.6-Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association.
S-ID.7-Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data
S-ID.8-Compute (using technology) and interpret the correlation coefficient of a linear fit.
S-ID.9-Distinguish between correlation and causation

Contents

Chapter 1: Fundamentals and Building Blocks 1
Adding and Subtracting Integers 2
Multiplying and Dividing Integers 3
Translate Phrases into an Algebraic Statement 4
Order of Operations 5
Integers and Absolute Value 6
Proportional Ratios 7
Similarity and Ratios 8
Percent Problems 9
Percent of Increase and Decrease 10
Discount, Tax, and Tip 11
Simple Interest 12
The Distributive Property 13
Approximating Irrational Numbers 14
Answers – Chapter 1 15
Chapter 2: Exponents and Variables 19
Multiplication Property of Exponents 20
Division Property of Exponents 21
Powers of Products and Quotients 22
Zero and Negative Exponents 23
Negative Exponents and Negative Bases 24
Scientific Notation 25
Addition and Subtraction in Scientific Notation 26
Multiplication and Division in Scientific Notation 27
Answers – Chapter 2 28
Chapter 3: Expressions and Equations 31
Simplifying Variable Expressions 32
Evaluating One Variable 33
Evaluating Two Variables 34
One–Step Equations 35

Multiplying and Dividing Integers

Solve.

1) $(-6) \times (-7) =$ _____

2) $8 \times (-5) =$ _____

3) $48 \div (-8) =$ _____

4) $(-72) \div 9 =$ _____

5) $(4) \times (-6) =$ _____

6) $(-9) \times (-11) =$ _____

7) $(10) \div (-5) =$ _____

8) $144 \div (-12) =$ _____

9) $(10) \times (-2) =$ _____

10) $(-8) \times (-2) \times 5 =$ _____

11) $(8) \div (-2) =$ _____

12) $45 \div (-15) =$ _____

13) $(5) \times (-7) =$ _____

14) $(-6) \times (-5) \times 4 =$ _____

15) $(12) \div (-6) =$ _____

16) $(14) \div (-7) =$ _____

17) $196 \div (-14) =$ _____

18) $(27 - 13) \times (-2) =$ _____

19) $125 \div (-5) =$ _____

20) $66 \div (-6) =$ _____

21) $(-6) \times (-5) \times 3 =$ _____

22) $(15 - 6) \times (-3) =$ _____

23) $(32 - 24) \div (-4) =$ _____

24) $72 \div (-6) =$ _____

25) $(-14 + 8) \times (-7) =$ _____

26) $(-3) \times (-9) \times 3 =$ _____

27) $84 \div (-12) =$ _____

28) $(-12) \times (-10) =$ _____

29) $22 \times (-3) =$ _____

30) $(-2) \times (-6) \times 5 =$ _____

31) $(24) \div (-3) =$ _____

32) $(-15) \div (3) =$ _____



Translate Phrases into an Algebraic Statement

Translate each phrase into an algebraic statement.

1) Seven more than a number is 18. _____

2) 12 times the sum of 5 and x. _____

3) The square of 12. _____

4) Nine less than a number is 11. _____

5) Six more than a number is 14. _____

6) 10 times the sum of 7 and x. _____

7) 25 multiplied by x. _____

8) Two less than a number is 12. _____

9) 8 times the sum of 8 and x. _____

10) Three more than a number is 10. _____

11) The difference between forty–eight and y. _____

12) 27 divided by x. _____

13) 17 multiplied by x. _____

14) The difference between x and 29 is 14. _____

15) 56 divided by x. _____

Order of Operations

Calculate.

1) $16 + (30 \div 5) =$ _____

2) $(3 \times 9) \div (-3) =$ _____

3) $57 - (3 \times 8) =$ _____

4) $(-12) \times (7 - 3) =$ _____

5) $(18 - 7) \times (6) =$ _____

6) $(6 \times 10) \div (12 + 3) =$ _____

7) $(13 \times 2) - (24 \div 6) =$ _____

8) $(-5) + (4 \times 3) + 8 =$ _____

9) $(4 \times 2^3) + (16 - 9) =$ _____

10) $(3^2 \times 7) \div (-2 + 1) =$ _____

11) $[-2(48 \div 2^3)] - 6 =$ _____

12) $(-4) + (7 \times 8) + 18 =$ _____

13) $(3 \times 7) + (16 - 7) =$ _____

14) $[3^3 \times (48 \div 2^3)] \div (-2) =$ _

15) $(14 \times 3) - (3^4 \div 9) =$ _____

16) $(96 \div 12) \times (-3) =$ _____

17) $(48 \div 2^2) \times (-2) =$ _____

18) $(56 \div 7) \times (-5) =$ _____

19) $(-2^2) + (7 \times 9) - 21 =$ ___

20) $(2^4 - 9) \times (-6) =$ _____

21) $[4^3 \times (50 \div 5^2)] \div (-16) =$

22) $(3^2 \times 4^2) \div (-4 + 2) =$ ____

23) $6^2 - (-6 \times 4) + 3 =$ _____

24) $4^2 - (5^2 \times 3) =$ _____

25) $(-4) + (12^2 \div 3^2) - 7^2 =$ __

26) $(3^2 \times 5) + (-5^2 - 9) =$ ____

27) $2[(3^2 \times 5) \times (-6)] =$ _____

28) $(11^2 - 2^2) - (-7^2) =$ _____

29) $(2^2 \times 5) - (64 \div 8) =$ _____

30) $2[(3^2 \times 4) + (35 \div 5)] =$ ___

31) $(4^2 \times 3) \div (-6) =$ _____

32) $3^2[(4^3 \div 16) - (3^3 \div 27)] =$