ATI TEAS 7

COMPLETE PREP

Reading • Mathematics
Science • English

50

Full-Length Practice Tests

+ Comprehensive Review

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Complete Prep
50 Full-Length Practice Tests
+ Comprehensive Study Guide



Reading • Mathematics • Science • English and Language Usage

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ATI TEAS 7 Complete Prep

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Comprehensive Study Guide with 50 Full-Length Practice Tests

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Build Your Study Plan

Start with the Readiness Check, then choose lessons from the results. Use the chapter questions to learn the skill, then select an unused practice section to check whether you can apply it without help.

Choose the Work for the Time You Have

Study window	A practical approach
Two weeks	Identify weak skills immediately. Alternate lessons with short practice and take a few complete forms with enough time to review each. Save an unused form for your final check.
Four to six weeks	Work through the chapter clusters you need, mix in older skills, and schedule complete forms after blocks of repair. Use section tests when a particular clock or subject causes difficulty.
Eight weeks or more	Complete the teaching sequence, revisit difficult skills after a delay, and increase timed work gradually. Keep a reserve of untouched complete forms for later progress checks.

Separate Learning, Timing, and Simulation

Learn a skill. Read the explanation, answer the ATI TEAS 7 Style Question before reading its explanation, and answer chapter practice without notes. After a miss, identify the exact lesson decision that would have changed your answer.

Check a section. Choose a fresh section test to check a subject or its pacing. Record that the section has been used. A form with a previously seen section remains useful for review, but is no longer a fully fresh simulation.

Simulate a complete exam. Choose a form whose four sections are all unused. Work in Reading, Mathematics, Science, and English order with a separate clock for each. Review explanations after the entire form.

Strategy

Record the test number before opening a section. If you preview its questions or solutions, mark it as seen. Reserve a few complete forms whose questions you have not encountered for later progress checks.

A Repeatable Weekly Rhythm

Begin the week with two or three named targets, such as pronoun reference, percent change, or movement through the nephron. Study and practice those targets, then revisit an earlier skill without notes. Use timed work when it will answer a specific question about your progress. Review its result before planning the next week. For example, write: "I used the total as the denominator. Tomorrow I will solve two fresh conditional-percent questions and name the reference whole before calculating."

A complete form contains 209 minutes of timed work. All 50 would require about 174 hours of testing alone, before explanations and chapter review. The bank is a resource to choose from; finishing every form is not a requirement for useful preparation.

Decide What Comes Next

For repeated knowledge gaps, return to the lesson before adding speed. If answers are accurate without a clock but weaker under time, use section checkpoints and review slow items. If scores rise mainly on repeated questions, check the skill with a fresh set. Keep your chosen program's admission requirements in view when setting a goal.

40-Item Readiness Check

Find a Useful Starting Point

Answer these questions before choosing your first chapters. There are ten items for each subject. Beside each response, record confident, uncertain, or guessed. Mark any guess, even when it turns out to be correct; you will want to review the reasoning behind that answer too.

Work without notes. If you want a clock, allow about 50 minutes for the whole check. The section counts here are equal, so this short diagnostic does not reproduce the weighting of the full TEAS. It helps you select lessons, rather than predict an official score.

Choose one answer unless the item says to select all correct options, supply a number, order the responses, or identify a region. The labeled hot-spot and ordered-response items are paper adaptations. Select every correct option and no incorrect one in a select-all item. Check answers only after all 40 items, then use the chapter routes to plan your next study session.

Reading: Items 1–10

Read the borrowing guide below, then answer Questions 1–5 using the information in the guide.

The Elm Street Library opens its seed cabinet on Saturdays from March through May. Each household may take up to three free packets, while supplies last. Borrowers do not have to return seeds at the end of the season. Some plants will not produce seeds suitable for sharing, and the library wants first-time gardeners to be able to participate without making that promise.

Gardeners who do donate seeds must label the envelope with the plant's name and the year the seeds were collected. Volunteers test donated seeds for germination before placing them in the cabinet. Only viable seeds, which can sprout under suitable conditions, are offered to the next borrowers.

1) Which statement best summarizes the guide?

(A) The library requires each borrower to grow three plants and donate their seeds.

(B) The library offers limited free seed packets and checks labeled donations before sharing them.

(C) The library tests every plant grown by borrowers throughout the summer.

(D) The seed cabinet is intended only for gardeners who already know how to collect seeds.

2) What information must a donor put on a seed envelope?

(A) The plant name and collection year

(B) The library opening time and packet price

(C) The donor's age and garden size

(D) The plant height and number of flowers

3) In this guide, what does viable mean?
   (A) Collected recently
   (B) Packed in a sealed envelope
   (C) Already grown into a mature plant
   (D) Capable of sprouting under suitable conditions

4) Why does the library allow borrowing without a promise to return seeds?
   (A) Volunteers cannot identify the names of donated plants.
   (B) It wants beginners to participate even when their plants do not yield shareable seeds.
   (C) It has decided that donated seeds should never be tested.
   (D) It expects every household to take more than three packets.

5) Which statements are supported by the guide? Select all that apply.
   (A) Donated seeds are tested before being offered to borrowers.
   (B) Each household is guaranteed three packets every Saturday.
   (C) A borrower must return at least one packet after the growing season.
   (D) A donation envelope must identify the year its seeds were collected.
   (E) Each donor must include the plant's height on the envelope.

Note A: Garden coordinator. A larger rain barrel was installed at the school garden between April and May. The recorded water use was:

Source	April (L)	May (L)
Tap water	420	300
Collected rainwater	80	200

The coordinator recommends keeping the larger barrel because less tap water was used in May.

Note B: Science teacher. The figures show a change in the source of the water used. We should also record rainfall and continue measuring for several months before deciding how much of that change the larger barrel caused. A wetter month could provide more rainwater even with the old barrel.

6) How much less tap water was used in May than in April?
   (A) 80 L
   (B) 100 L
   (C) 120 L
   (D) 200 L

7) Which statement combines the table with the science teacher's interpretation?
   (A) Total recorded water use stayed at 500 L, while the mix of sources changed.
   (B) Total recorded water use fell by 120 L, proving that the barrel reduced demand.
   (C) The garden used only rainwater in May, so it no longer needed tap water.
   (D) April and May had identical rainfall because their water totals matched.

8) What limitation does Note B identify in the coordinator's recommendation?
   (A) The tap-water row cannot be compared across months.
   (B) The table measures seed growth instead of water use.
   (C) The garden used no water before the barrel was installed.
   (D) Rainfall may explain part of the increase in collected rainwater.

2) Return to the relevant evidence, but read enough surrounding material to preserve the context.
3) Choose the answer that matches both the evidence and the question. Eliminate choices that exaggerate, reverse, or add information.

Your next step

Begin with Chapter 1, where you will learn to separate a passage's topic from its main idea and recognize the details that make an accurate answer defensible. Use the later chapters to practice connecting clues, reading displays, evaluating an author's choices, and bringing sources together. After a timed test, return to the lesson that explains the mistake you made.

Chapter 1

Finding Main Ideas and Supporting Details



A long passage can hide its main point among details that are easier to remember. A date or an unusual fact may stay with you even when it is not the idea the author is developing. Start by asking what those details belong to. Then work outward from a sentence to its paragraph and from the paragraph to the whole passage.

Before opening the answer choices, try a short sentence of your own: the author wants me to understand this main point. Check it against each paragraph. If an important paragraph does not fit, widen the sentence; if it says more than the passage supports, narrow it.

1.1 Build the Information Hierarchy

A heading may name the topic without stating the central idea. An interesting detail may be memorable without representing a paragraph. A paragraph's main idea may be essential to one section but still too narrow to cover the whole passage. Always match the size of the answer to the size of the question.

Read from the Whole Passage Down

A passage is organized in levels. The **topic** names its general subject. The **central idea** states the most important point about that subject. Each paragraph has a **paragraph main idea** that develops one part of the central idea. **Supporting details** explain or prove the paragraph's point. Moving up the hierarchy gives a broader view; moving down gives more specific information.

Level	What it does	Question to ask
Topic	Names the general subject	What is this text about?
Central idea	States the passage's controlling point	What should I understand about the topic?
Paragraph main idea	States one paragraph's contribution	What point does this paragraph develop?
Supporting detail	Explains, illustrates, proves, or qualifies	How does this fact support the paragraph's point?

▶ **Key point.** Match the answer to the requested level. A paragraph question needs a paragraph-sized answer; a whole-passage question needs an idea broad enough to cover the full selection.

 ATI TEAS 7 Style Question

The neighborhood choir moved rehearsals from a large hall to two smaller rooms. Beginners practice in one room while experienced singers work in the other. Each group can now repeat the passages it needs without holding up the other group.

Which sentence states the central idea?

A. Moving rehearsals primarily reduced interruptions from outside the choir.
B. Separate rehearsal spaces let the two choir groups work at suitable paces.
C. Smaller rooms let experienced singers rehearse without repeating any passages.
D. The choir moved so beginners could learn the same passages at the same pace as experienced singers.

 **B.** B accounts for both groups and their different practice needs. A identifies a benefit not stated in the passage. C overstates the experienced group's progress, and D reverses the reason for separating the groups.

1.2 Separate the Topic from the Main Idea

Before looking at the choices, finish this sentence:

The text is mainly about *this topic*, and the author wants me to understand *this point*.

Subject versus Point

The topic names the subject. The main idea states the most important point the author develops about that subject. A reliable main-idea sentence contains two parts:

topic + author's central point about the topic.

If a passage describes a neighborhood tree-planting project, then *tree planting* may be the topic. A main idea must say what the author develops about it—perhaps that matching tree species to urban conditions improves the young trees' chances of survival.

Main-idea distractors usually fail in one of three ways:



Scope error	What the answer does	Quick test
Too narrow	Covers one example, sentence, or paragraph	Which major details sit outside it?
Too broad	Makes a claim beyond the passage	What part of this claim was never established?
Distorted	Changes the author's point, relationship, or certainty	Does it reverse, exaggerate, or misstate the evidence?

Test your proposed main idea against the whole passage. An answer that leaves out a major paragraph needs to be broader. An answer that adds an unmentioned cause, promise, or judgment needs to be narrower.

 ATI TEAS 7 Style Question

A bakery labels leftover loaves by baking date and stores the newest behind the oldest. Staff select from the front each morning, helping them use older bread first.

Which statement best summarizes the passage?

A. Date labels and shelf order help the bakery use older bread first.
B. Date labels allow staff to separate leftover bread from newly baked bread.
C. Staff choose the newest loaves first to keep the bread selection fresh.
D. The bakery assigns different employees to labeling and selecting bread.

 **A.** A connects both parts of the system to using older bread first. B describes a separation the passage does not mention. C reverses the shelf order, and D adds an unstated staffing arrangement.

1.3 Find Stated and Implied Main Ideas

For a stated main idea, locate a sentence that covers the entire selection, then confirm that the other sentences develop it. The first sentence may be an example, question, or attention-getter, so position alone is not proof.

Two Ways a Main Idea Appears

A **stated main idea** appears directly in a sentence. An **implied main idea** must be constructed from a pattern of details. Implied does not mean uncertain: the correct implied idea is still the one best supported by the full paragraph or passage.

For an implied main idea, use a five-step routine:

1) Identify the subject that repeats across the selection.
2) Reduce each major detail to a few words.
3) Ask what those details collectively show.
4) State the shared point without adding a cause, judgment, or prediction.
5) Check that no major detail falls outside the proposed idea.

