

FREE SAMPLE

Practice Test 1

*5-question sample pack — original advanced practice
for students targeting 1500+ on the Digital SAT*

What's inside:

- 3 Reading and Writing questions (1 Band 6, 2 Band 7)
- 2 Math questions (1 Module 1 hard, 1 Module 2 hard)
- Full answer key with detailed distractor analysis

How to use this sample:

Attempt all 5 questions under timed conditions before reading the answer key.
Recommended time: 10-12 minutes total.

Before you begin

This sample contains 5 questions selected from **1600 SAT Lab Practice Test 1**. They are not the easiest items in the test, and they are not the hardest. They are five questions chosen to demonstrate the kind of distractor design and analytical depth that the full test consistently delivers.

Try each question under timed conditions. The full test runs 2 hours 14 minutes for 98 questions, which works out to about 80 seconds per question on average — though strong items in the Reading and Writing section often warrant more time, while early Math items take less.

After attempting all 5, read the answer key. Pay particular attention to the "**Why a real student might pick each wrong answer**" sections. That's where the test's value concentrates: not in marking what's right, but in explaining why the wrong answers were designed to look right.

What to expect from your performance

If you get **4 or 5 correct**, you are already operating in 1500+ territory. The full test will calibrate where in that band you sit and reveal the specific item types that still trip you up under time pressure.

If you get **2 or 3 correct**, you are at the modal level for strong 1400-range students. The full test concentrates on exactly the kinds of distractor traps you are currently falling for.

If you get **0 or 1 correct**, this test is harder than your current level. The honest recommendation: complete the official Bluebook practice tests first. Return to this material when you are consistently scoring 1400+ on those.

Reading and Writing — Sample

3 questions · approximately 6 minutes recommended · no calculator

Question 1

Researchers studying the effects of remote work on professional development have noted that workers in fully remote positions often report receiving less mentoring than those in hybrid arrangements. Some have argued that this finding shows fully remote work is incompatible with effective career growth. However, the data primarily reflect the experiences of workers in fields where mentoring traditionally occurs through informal in-person contact; in fields where mentoring takes place primarily through structured remote-friendly programs, the difference between fully remote and hybrid workers' mentoring access tends to be much smaller. This suggests that _____

Which choice most logically completes the text?

- A) workers in all professional fields should switch to hybrid arrangements for better mentoring.
- B) mentoring quality has nothing to do with whether work is conducted remotely or in person.
- C) structured remote-friendly mentoring programs are universally adopted across professional sectors.
- D) the impact of remote work on mentoring depends on how mentoring is normally delivered in a field.

Question 2

Many ecologists have argued that the introduction of non-native species inevitably reduces biodiversity in local ecosystems. Recent long-term studies in temperate forests, however, have shown that certain non-native species can coexist with native ones for extended periods without measurable losses in species count. **Although these findings apply to specific non-native species, they do not undermine the broader concern about invasive species that have caused well-documented ecological harm in other contexts.** Rather, they suggest that the relationship between non-native species and biodiversity may depend on factors that the traditional view does not adequately address.

Which choice best describes the function of the bolded sentence in the text as a whole?

- A) It contradicts the finding about non-native species in temperate forests.
- B) It defends the opening argument against the temperate-forest evidence.
- C) It accepts the temperate-forest findings while limiting their broader implications.
- D) It introduces a new line of evidence about invasive species.

Question 3

Text 1

For more than a century, observers have noted that immigrant communities, on average, exhibit higher rates of entrepreneurship than native-born populations in the countries to which they immigrate. The pattern appears across many destination countries and many different source populations.

Text 2

Several factors may account for the persistent association between immigration and entrepreneurship. Immigrants frequently face labor-market discrimination that limits their access to traditional employment, leading some to start their own businesses as an alternative. They may also bring networks of capital and trust from their countries of origin that facilitate small-business formation. And the selection of migration itself tends to favor individuals with high tolerance for risk — precisely the disposition entrepreneurship requires.

How does Text 2 relate to Text 1?

- A) It refines the pattern in Text 1 by identifying which immigrant subgroups account for the entrepreneurship rates.
- B) It strengthens the pattern in Text 1 by adding new evidence from additional destination countries.
- C) It offers possible explanations for the trend documented in Text 1.
- D) It implies that the pattern in Text 1 is primarily attributable to immigrants' tolerance for risk.

Math — Sample

2 questions · approximately 4 minutes recommended · Desmos or equivalent calculator permitted

Question 4

A clothing store marks up wholesale prices by 60% to set the retail price. During a sale, the retail price is reduced by 25%. The sale price is what percent of the wholesale price?

- A) 35%
- B) 75%
- C) 120%
- D) 135%

Question 5

Researchers compared the final exam scores of students who voluntarily attended weekly review sessions with those who did not. Students who attended the sessions had significantly higher average scores than those who did not. Which of the following findings, if true, would most weaken the claim that the review sessions caused the higher scores?

- A) Students who attended the review sessions reported feeling more confident before the exam.
- B) The review sessions covered material from all chapters of the course.
- C) Students who attended the review sessions had significantly higher grades on assignments completed before the review sessions began.
- D) Some students who attended the review sessions also formed informal study groups.

Answer Key & Distractor Analysis

Read this section *after* attempting all 5 questions. Each entry contains the correct answer, full explanation, distractor reasoning, and — most importantly — an analysis of why a real student might select each wrong answer. That last part is where the test's analytical value concentrates.

#	Section	Skill	Band	Correct
1	R&W	Inferences	B6	D
2	R&W	Text Structure and Purpose	B7	C
3	R&W	Cross-Text Connections	B6	C
4	Math M1	Percentages (markup & discount)	Hard	C
5	Math M2	Evaluating statistical claims	Hard	C

Question 1 — Inferences (Band 6)

Correct answer: D

The passage establishes a contrast: the mentoring gap is large in fields where mentoring is informal and in-person, but much smaller in fields with structured remote-friendly programs. The qualified inference is that the impact of remote work on mentoring is field-dependent. Option D captures this conditional structure.

DISTRACTOR LOGIC

- A:** Scope overreach into recommendation territory. The passage shows variability across fields, not a universal recommendation for hybrid work.
- B:** Direction error. The passage shows mentoring quality DOES differ in some fields — just not in all to the same degree.
- C:** Direction error. The passage references structured programs as one factor that reduces the gap; it doesn't claim universal adoption.
- D:** Correct.

WHY A REAL STUDENT MIGHT PICK EACH WRONG ANSWER

- A:** Students may treat a finding about workplace arrangements as a policy recommendation, especially when the passage discusses "career growth."
- B:** Students who notice the "much smaller" qualifier may push it to "no difference at all," losing the partial-difference nuance.
- C:** Students who anchor on "structured remote-friendly mentoring programs" may treat the passage's existence-claim as a universality-claim.

Question 2 — Text Structure and Purpose (Band 7)

Correct answer: C

The bolded sentence explicitly concedes the temperate-forest findings ("Although these findings apply to specific non-native species") and then limits their scope ("they do not undermine the broader concern..."). The function is qualification: accept the finding, limit its scope. It does not pit the opening argument against the temperate-forest study — it accepts both.

DISTRACTOR LOGIC

- A:** The bolded sentence opens with "Although these findings apply to specific non-native species" — concessive language, not contradiction. Its function is to bound the findings' implications, not refute them.
- B:** The bolded sentence does not put the opening claim in opposition to the temperate-forest evidence. It accepts the evidence while also affirming the broader concern.
- C:** Correct.
- D:** The bolded sentence alludes to invasive species that have caused ecological harm "in other contexts," but this reference functions to scope-limit the temperate-forest finding, not to introduce new evidence.

WHY A REAL STUDENT MIGHT PICK EACH WRONG ANSWER

- A:** Students may scan for negation language ("do not undermine") and read it as contradiction without parsing what is being not-undermined.
- B:** The phrase "the broader concern about invasive species" echoes the opening argument; students may treat this as evidence that the bolded sentence sides with that argument, missing that it simultaneously affirms the temperate-forest finding.
- D:** "Well-documented ecological harm in other contexts" can read like new evidence; students under time pressure may register the specifics and miss that the reference functions to bound the temperate-forest finding rather than to introduce data.

Question 3 — Cross-Text Connections (Band 6)

Correct answer: C

Text 1 establishes a trend (immigrants entrepreneurial at higher rates). Text 2 takes that trend as given ("the persistent association between immigration and entrepreneurship") and proposes three factors — labor-market discrimination, capital and trust networks, and self-selection of risk-tolerant migrants — that could explain why the trend exists. The relationship is explanatory: Text 2 offers mechanisms, not data, refinements, or reattributions.

DISTRACTOR LOGIC

- A:** Text 2 does not perform subgroup analysis. It identifies general factors that apply broadly across immigrant populations rather than differentiating which subgroups account for which share of the entrepreneurship rates.
- B:** Text 2 does not introduce new empirical data from additional destination countries. It accepts Text 1's empirical claim and offers factors that might explain it.
- C:** Correct.
- D:** Text 2 mentions risk tolerance as ONE of three factors, alongside labor-market discrimination and capital networks. It does not single out risk tolerance as primary.

WHY A REAL STUDENT MIGHT PICK EACH WRONG ANSWER

- A:** "Refines" sounds analytical, and students may treat Text 2's enumeration of factors as a form of refinement; they miss that refinement implies subgroup or scope distinctions, which Text 2 does not make.
- B:** Students may read "destination countries" in Text 1 and "discrimination" / "capital networks" in Text 2 as new data, missing that Text 2 offers factors generally rather than new empirical cases.
- D:** The third factor in Text 2 ("selection of migration itself tends to favor individuals with high tolerance for risk") is vivid and memorable; students may treat it as Text 2's main argument and miss the parallel structure with the other two factors.

Question 4 — Percentages, markup and discount (Math M1, Hard)

Correct answer: C (120%)

Percentage changes compound multiplicatively, not additively. Apply the markup first, then the discount:

$$\text{Sale price} = \text{wholesale} \times 1.60 \times 0.75 = \text{wholesale} \times 1.20$$

So the sale price is 120% of the wholesale price.

DISTRACTOR LOGIC

- A:** Additive subtraction: $60\% - 25\% = 35\%$. The classic linear-arithmetic trap for compound percentage problems.
- B:** Computes the sale price as 75% of the retail price but forgets to convert back to a percent of the wholesale price.
- C:** Correct.
- D:** Additive addition: $100\% + 60\% - 25\% = 135\%$. Adds the markup as a flat offset without compounding the discount.

WHY A REAL STUDENT MIGHT PICK EACH WRONG ANSWER

- A:** The most common trap. Students subtract percentages linearly under time pressure. This is precisely the error the item is designed to catch.
- B:** Students who set up the multiplication correctly but lose track of the reference (retail vs wholesale) report the intermediate result.
- D:** Students who treat the markup as "+60 percentage points" instead of " $\times 1.60$ " and then subtract the discount additively.

Question 5 — Evaluating statistical claims (Math M2, Hard)

Correct answer: C

The strongest weakening of a causal claim comes from showing that the two groups differed before the treatment in a way that could independently explain the outcome — a classic confounding variable. Option C shows the attending group was already academically stronger, suggesting prior ability, not the sessions, may explain the higher exam scores.

DISTRACTOR LOGIC

- A:** Confidence is a possible mediator (a downstream effect of the sessions that contributes to higher scores), not a confound. It doesn't weaken the causal claim — it could even support it.
- B:** Describes session content. Doesn't address whether the sessions caused the difference; it just describes what was covered.
- C:** Correct.
- D:** Mentions other study behaviors but doesn't establish a difference between attending and non-attending groups before treatment.

WHY A REAL STUDENT MIGHT PICK EACH WRONG ANSWER

- A:** Confidence sounds like an alternative explanation, but it's a mediator (caused by the sessions), not a confound (pre-existing). Strong students often pick A by treating any "other explanation" as a confound.
- B:** Students who don't see a strong weakener in any option may default to the option that adds the most information about the study itself.
- D:** Looks like an alternative cause (study groups), but doesn't establish that the two groups differed before sessions began. Tests whether students can distinguish "different post-treatment behaviors" from "pre-existing group differences."

That's the sample.

If this kind of distractor analysis is useful for your prep, the full **1600 SAT Lab Practice Test 1** contains 98 questions across four modules, with the same depth of explanation for every item.

FULL TEST — 98 QUESTIONS — \$19

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