

TRIVIUM
TEST PREP

2020-2021

ATI TEAS

TEST PREP STUDY GUIDE 2020-2021

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ATI TEAS Test Prep Study Guide 2020 – 2021

TEAS 6 MANUAL WITH PRACTICE
EXAM QUESTIONS FOR THE TEST OF
ESSENTIAL ACADEMIC SKILLS, SIXTH
EDITION

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Thank you for choosing Trivium Test Prep for all your ATI TEAS 6 study needs! Best of luck with your studies,

– The Trivium Test Prep Team

Introduction

Congratulations on your decision to join the field of nursing—few other professions are so rewarding! By purchasing this book, you’ve already taken the first step toward succeeding in your career. The next step is to do well on the ATI Test of Essential Academic Skills (TEAS) VI, which will require you to demonstrate knowledge of high school–level reading, writing, math, and science.

This book will walk you through the important concepts in each of these subjects and also provide you with inside information on test strategies and tactics. Even if it’s been years since you graduated from high school or cracked open a textbook, don’t worry—this book contains everything you’ll need for the ATI TEAS VI.

ABOUT THE ATI TEAS VI

The ATI TEAS VI is three hours and twenty-nine minutes long and is divided into the following sections:

Subject	Sub-Areas	Time Limit
Reading 53 questions	Key ideas and details (22) Craft and structure (14) Integration of knowledge and ideas (11) Pre-test questions (6, unscored)	64 minutes

Mathematics 36 questions	Numbers and algebra (23) Measurement and data (9) Pre-test questions (4, unscored)	54 minutes
Science 53 questions	Human anatomy and physiology (32) Life and physical sciences (8) Scientific reasoning (7) Pre-test questions (6, unscored)	63 minutes
English and Language Arts 28 questions	Conventions of standard English (9) Knowledge of language (9) Vocabulary acquisition (6) Pre-test questions (4, unscored)	28 minutes
Total : 170 questions	150 scored, 20 unscored	3 hours 29 minutes

There are a total of 170 questions on the TEAS; however twenty of them are unscored, pre-test questions and used only by the test makers to gather information. That means 150 of the questions you answer will count toward your score. Keep in mind that you will not know which questions will be unscored, so you must answer all of the questions on the exam.

If you take the online version of the TEAS, you will receive your score immediately after the test. If you take the paper-and-pencil version, ATI will score your exam within forty-eight hours of receiving it from the testing site. Your scores are automatically sent to the schools you selected when you registered for the exam. You must contact the administrators of the exam, the Assessment Technologies Institute (ATI), to send your scores to any other programs.

Scoring

You cannot pass or fail the TEAS exam. Instead, you will receive a score report that details the number of questions you answered correctly in each section and also gives your percentile rank, which shows how you did in

comparison with other test-takers. Each school has its own entrance requirements, so be sure to check the requirements of the institutions you want to attend so you can set appropriate goals for yourself.

Administration and Test Day

The TEAS is administered by the Assessment Technologies Institute (ATI) at testing centers nationwide. To register for the exam, refer to the [ATI website](#) . You may take a computer-administered or pencil-and-paper test. There is no difference other than method of administration. Choose the format you are most comfortable with, but keep in mind that if you take the computer-administered version, you will receive your scores immediately.

On test day, arrive early and be sure to bring government-issued, photo identification; two No. 2 pencils; and your ATI login information. Personal belongings, cell phones, and other electronic, photographic, recording, or listening devices are not permitted in the testing center. Most testing centers offer lockers to secure your personal items, but it is a good idea to check beforehand with the facility. Calculators and scratch paper will be provided. There is a ten-minute break after the mathematics section. For the most up-to-date details on what to expect on test day, refer to the [ATI website](#) .

ABOUT TRIVIUM TEST PREP

Trivium Test Prep uses industry professionals with decades' worth of knowledge in their fields, proven with degrees and honors in law, medicine, business, education, the military, and more, to produce high quality test prep books for students.

Our study guides are specifically designed to increase any student's score . Our books are also shorter and more concise than typical study guides, so you can increase your score while significantly decreasing your study time.

How to Use This Guide

This guide is not meant to waste your time on superfluous information or concepts you've already learned. Instead, we hope you use this guide to focus on the concepts YOU need to master for the test and to develop critical test-taking skills. To support this effort, the guide provides:

- organized concepts with detailed explanations
- practice questions with worked-through solutions
- key test-taking strategies
- simulated one-on-one tutor experience
- tips, tricks, and test secrets

Because we have eliminated filler or fluff, you'll be able to work through the guide at a significantly faster pace than you would with other test prep books. By allowing you to focus only on those concepts that will increase your score, we'll make your study time shorter and more effective.

The chapters in this book are divided into a review of the topics covered on the exam. This is not intended to teach you everything you'll see on the test: there is no way to cram all of that material into one book! Instead, we are going to help you recall information that you've already learned, and even more importantly, we'll show you how to apply that knowledge. Each chapter includes an extensive review with practice questions at the end to test your knowledge. With time, practice, and determination, you'll be well prepared for test day.

PART I: Reading

The TEAS VI Reading test includes questions about a wide range of media, including fiction and nonfiction passages, diagrams, graphs, sets of directions, and professional communications like emails and memos. Generally, these questions fall into three categories.

Key ideas and details questions test your comprehension of the text on a broad level. You will need to see the text as a whole, identify the main ideas, and explain how they lead to specific inferences and conclusions. You will also need to discern the overall theme of a text and summarize it accurately.

Craft and structure questions test your understanding of the craft of writing. You might see questions about the use of language, point of view, and organization. You will need to analyze the details of the passage and relate them to the overall organization and meaning of the passage.

Integration of knowledge questions ask you to incorporate your skills from the other categories to answer complex questions. Questions might ask you to evaluate a text, compare multiple texts, or examine other kinds of texts, such as visual media. In order to answer questions like this, you will need to synthesize the skills applied to other types of questions and go beyond analyzing texts to evaluating and judging them.

ONE: Interpreting Text

THE MAIN IDEA

The **main idea** of a text describes the text's main topic and the author's perspective on that topic. On the TEAS, you will be asked to identify the topic and main idea of a text, and you may have to use this information to concisely summarize a passage.

To find the main idea, first identify the **topic**, which is simply what the passage is about. The **topic sentence** is generally the first sentence, or very near the first sentence, in the paragraph. It introduces the reader to the topic by making a general statement about that topic so that the reader knows what to expect in the rest of the passage. Once you've identified the topic, use the text to figure out what the author wants to say about that topic.

Helpful Hint: To determine the topic, ask yourself what you're reading about. To determine the main idea, ask yourself how the author feels about that topic.

As you read the following passage, think about the topic and what the author wants to communicate about that topic.

Swimmers and beachgoers may look nervously for the telltale fin skimming the surface of the ocean, but the reality is that shark bites are extremely rare and almost never unprovoked. Sharks attack people at very predictable times and for very predictable reasons: rough surf, poor visibility, or a swimmer sending visual and physical signals that mimic a

shark's normal prey are just a few examples. The "shark mania" of recent years can be largely pinned on the sensationalistic media surrounding the animals. The release of *Jaws* in 1975 to the ultra-hyped shark feeding frenzies and "worst shark attacks" countdowns known as *Shark Week* are just some examples. Popular culture both demonizes and fetishizes sharks until the public cannot get enough.

The topic of the passage is the single thing that is discussed throughout the passage: the danger of sharks. To identify the main idea of the passage, ask yourself what the author wants to say about this topic. What does she want the reader to think about the danger of sharks after reading this passage? It's clear from the author's opening sentence that she wants the reader to understand that shark attacks are not nearly as common or dangerous as popular culture makes them seem. The author includes details about the reasons shark bites happen in the real world, then explains how this danger is exaggerated in movies and on TV.

EXAMPLES

Use the following passage to answer question 1.

Tourists flock to Yellowstone National Park each year to view the geysers that bubble and erupt throughout it. What most of these tourists do not know is that these geysers are formed by a caldera, a hot crater in the earth's crust that was created by a series of three eruptions from an ancient supervolcano. These eruptions, which began 2.1 million years ago, spewed between 1,000 and 2,450 cubic kilometers of volcanic matter at such a rate that the volcano's magma chamber collapsed, creating the craters.

1. Which of the following is the topic of the passage?
 - A. tourists
 - B. geysers
 - C. volcanic eruptions
 - D. supervolcanoes

Use the following passage to answer question 2.

The Battle of Little Bighorn (1876), commonly called Custer's Last Stand, was a battle between the Lakota, the Northern Cheyenne, the

Arapaho, and the Seventh Cavalry Regiment of the US Army. Led by war leaders Crazy Horse and Chief Gall and the religious leader Sitting Bull, the allied tribes of the Plains Indians decisively defeated their US foes. Two hundred sixty-eight US soldiers were killed, including General George Armstrong Custer, two of his brothers, his nephew, his brother-in-law, and six Indian scouts.

2. Which of the following could be considered the main idea of the passage?
- A. Most of General Custer’s family died in the Battle of Little Bighorn.
 - B. During the nineteenth century, the US Army often fought with Indian tribes.
 - C. Sitting Bull and George Custer were fierce enemies.
 - D. The Battle of Little Bighorn was a significant victory for the Plains Indians.

SUMMARIZING PASSAGES

Understanding the main idea can help you summarize a passage. A **summary** is a very brief restatement of the most important parts of an argument or text. To build a summary, start by identifying the main idea, then add the most important details that support that main idea. A good summary will address ALL the ideas contained in the passage, not just one or two specific details.

Test Tip: When TEAS Reading questions ask for a summary of the passage, they’re asking you to restate the main idea and supporting details.

The **summary sentence** of a paragraph frequently (but not always!) comes at the end of a paragraph or passage, because it wraps up all of the ideas the passage presents. This sentence gives the reader an understanding of what the author wants to say about the topic and what conclusions can be drawn about it.

EXAMPLE

Use the following passage to answer question 3.

The greatest changes in sensory, motor, and perceptual development happen in the first two years of life. When babies are first born, most of their senses operate in a similar way to those of adults. For example, babies are able to hear before they are born; studies show that babies turn toward the sound of their mother's voice just minutes after being born, indicating they recognize the mother's voice from their time in the womb.

The exception to this rule is vision. A baby's vision changes significantly in the first year of life; initially infants have a range of vision of only 8 – 12 inches and no depth perception. As a result, infants rely primarily on hearing; vision does not become the dominant sense until around the age of 12 months. Babies also prefer faces to other objects. This preference, along with their limited vision range, means that their sight is initially focused on their caregiver.

3. Which of the following is a concise summary of the passage?
- A. Babies have no depth perception until 12 months, which is why they focus only on their caregivers' faces.
 - B. Babies can recognize their mother's voice when born, so they initially rely primarily on their sense of hearing.
 - C. Babies have senses similar to those of adults except for their sense of sight, which doesn't fully develop until 12 months.
 - D. Babies' senses go through many changes in the first year of their lives.

SUPPORTING DETAILS

An author makes her argument using **supporting details**, which make up the majority of a text passage. Supporting details can include **facts**, which

can be verified as true, and **opinions** , which are the author’s personal beliefs.

Test Tip: When reading a text, underline key signal words like *for example* and *because* to help you identify important points.

Supporting details are often introduced by **signal words** that explain to the reader how one sentence or idea is connected to another and hint at supporting ideas. Signal words can indicate new information, counterarguments, or conclusions.

- adding information: additionally, also, in addition, furthermore, too
- give an example: for example, for instance, in other words, in particular
- show cause and effect: because, so, therefore, consequently
- comparing: in the same way, like, likewise, similarly
- contrasting: alternatively, conversely, instead of, otherwise, unlike
- sequence: first, second, next, after, before, then, finally

EXAMPLES

Use the following passage to answer questions 4 and 5.

Increasingly, companies are turning to subcontracting services rather than hiring full-time employees. This provides companies with many advantages. For example, subcontractors offer greater flexibility, reduced legal responsibility to employees, and lower possibility of unionization within the company. However, it has also led to increasing confusion and uncertainty over the legal definition of employment. Recently, the courts have grappled with questions about the hiring company’s responsibility in maintaining fair labor practices. Companies argue that they delegate that authority to the subcontractors, while unions and other worker advocate groups argue that companies still have a legal obligation to the workers who contribute to their business.

4. According to the passage, which of the following is NOT an advantage of using subcontracting services?
- A. greater flexibility
 - B. uncertainty about the legal definition of employment
 - C. reduced legal responsibility to employees
 - D. lower possibility of unionization within the company
5. Which of the following statements from the passage is an opinion?
- A. Companies are turning to subcontracting services rather than hiring full-time employees.
 - B. Subcontractors offer greater flexibility, reduced legal responsibility to employees, and lower possibility of unionization within the company.
 - C. The courts have grappled with questions about the hiring company's responsibility in maintaining fair labor practices.
 - D. Companies still have a legal obligation to the workers who contribute to their business.

Use the following passage to answer question 6.

After looking at five houses, Robert and I have decided to buy the one on Forest Road. The first two homes we visited didn't have the space we need—the first had only one bathroom, and the second did not have a guest bedroom. The third house, on Pine Street, had enough space inside but didn't have a big enough yard for our three dogs. The fourth house we looked at, on Rice Avenue, was stunning but well above our price range. The last home, on Forest Road, wasn't in the neighborhood we wanted to live in. However, it had the right amount of space for the right price.

6. Which of the following lists the author's actions in the correct sequence?
- A. The author looked at the house on Forest Road, then at a house with a yard that was too small, then at two

houses that were too small, and then finally at a house that was too expensive.

- B. The author looked at the house on Forest Road, then at two houses that were too small, then at a house with a yard that was too small, and then finally at a house that was too expensive.
- C. The author looked at two homes with yards that were too small, then a house with only one bathroom, then a house that was too expensive, and then finally the house on Forest Road.
- D. The author looked at two homes that were too small, then a house with a yard that was too small, then a house that was too expensive, and then finally the house on Forest Road.

TEXT STRUCTURE

The structure of a text describes how the author chooses to organize the supporting details in a passage. To identify the organizing structure of a passage, look at the order in which the author presents information and the transitions used to connect those pieces. Specific text structures are described in the table below.

TABLE 1.1 TEXT STRUCTURE

Name	Structure	Words to Look For
Cause and effect	The author describes a situation and then its effects.	because, as a result, consequently, therefore, for this reason
Compare and contrast	The author explores the similarities and differences between two or more things.	similarly, like, in addition, however, alternatively, unlike, but
Problem and	The author presents a problem	if...then, problem,

solution	and offers a solution.	solution, answer
Description	The author describes a thing or process.	for example, for instance, such as, to illustrate
Chronological	The author lists events in the order in which they happened.	first, second, next, after, before

Underline signal words like *first* , *after* , *then* , and *consequently* to help identify the sequence of events in a passage.

EXAMPLE

Use the following passage to answer question 7.

In an effort to increase women’s presence in government, several countries in Latin America, including Argentina, Brazil, and Mexico, have implemented legislated candidate quotas. These quotas require that at least 30 percent of a party’s candidate list in any election cycle consists of women who have a legitimate chance at election. As a result, Latin America has the greatest number of female heads of government in the world, and the second highest percentage of female members of parliament after Nordic Europe. However, these trends do not carry over outside of politics. While 25 percent of legislators in Latin America are now women, less than 2 percent of CEOs in the region are female.

7. Which of the following best describes the organization of the passage?
- compare and contrast
 - chronological
 - cause and effect
 - description

DRAWING CONCLUSIONS

Understanding a reading passage begins with understanding the explicit, or clearly stated, information in the text. Using that information, the reader can make conclusions or inferences about what the text suggests or implies but does not explicitly say.

To draw a **conclusion**, readers must consider the details or facts in a passage, then determine what event or idea would logically follow at the end of the passage. For example, a story describes an old man sitting alone in a café. The young waiter says that the café is closing, but the old man continues to drink. The waiter starts closing up, and the old man tries to order another drink. Based on these details, the reader might conclude that the waiter will not bring the man another drink.

An **inference** is slightly different from a conclusion. An inference is an educated guess that readers make based on details in the text as well as their own knowledge and experiences. Returning to the story about the old man, the reader might use her own experiences to infer that the old man is lonely and so is reluctant to leave the café. Note that nothing in the passage explicitly states that the man is lonely—it is simply a possible interpretation of the situation.

EXAMPLE

Use the following passage to answer question 8.

Alfie closed his eyes and took several deep breaths. He was trying to ignore the sounds of the crowd, but even he had to admit that it was hard not to notice the tension in the stadium. He could feel 50,000 sets of eyes burning through his skin—this crowd expected perfection from him. He took another breath and opened his eyes, setting his sights on the soccer ball resting peacefully in the grass. One shot, just one last shot, between his team and the championship. He didn't look up at the goalie, who was jumping nervously on the goal line just a few yards away. Afterward, he would swear he didn't remember anything between the referee's whistle and the thunderous roar of the crowd.

8. Which of the following conclusions is BEST supported by the passage?
 - A. Alfie passed out on the field and was unable to take the shot.