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MAP 12th Grade

PDF Sample Test

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* The correct answers and explanations are located at the end of this PDF.

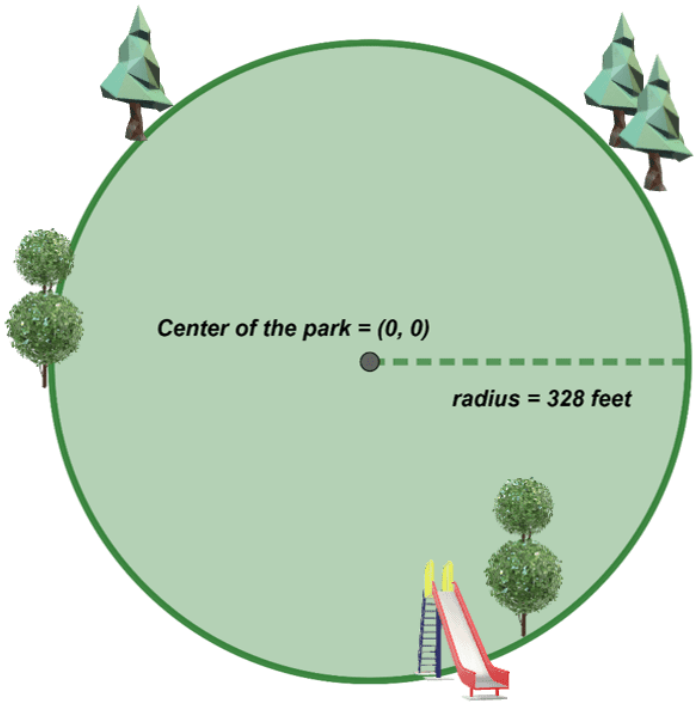
Practice Questions

NWEA MAP 12th Grade Math Practice Questions

Question #1

Geometry

A park has a circular walking track shown below.



Write the equation of the circular walking track in standard form.

A. x2 + y2 = 328
B. x2 + y2 = 656
C. $x^2 - y^2 = 107\ 584$
D. x2 – y2 = 328
E. x2 + y2 = 107 584

Question #2

Operations and Algebraic Thinking

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Given the truth table for:

¬(pVq)

what is the missing truth value when p = true and q = false?

p	q	$\neg (p \vee q)$
T	T	F
T	F	?
F	T	F
F	F	T

A. True
B. False
C. Either True/False
D. Both True/False
E. Undefined

Question #3

Statistics and Probability

A fitness center recorded the number of hours its members exercise per week. The data is as follows:

Hours of Exercise (X)	Number of Members
2	5
3	7
4	3
5	2

Which of the following correctly represents the probability distribution of X?

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A

Hours of Exercise (X)	P(X)
2	0.12
3	0.18
4	0.41
5	0.29

B

Hours of Exercise (X)	P(X)
2	0.29
3	0.41
4	0.18
5	0.12

C

Hours of Exercise (X)	P(X)
2	0.11
3	0.17
4	0.42
5	0.30

D

Hours of Exercise (X)	P(X)
2	0.30
3	0.42
4	0.19
5	0.11

E

Hours of Exercise (X)	P(X)
2	0.28
3	0.40
4	0.20
5	0.12

Question #4

The Real and Complex Number Systems

Simplify the expression completely and write your answer in the form a + bi:

(5 – 3i)(2 + i)

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A. 7 − i
B. 13 − 3i
C. 7 + i
D. 10 − i
E. 13 − i

NWEA MAP 12th Grade Reading Practice Questions

Question #5

Literary Text

Read the passage.

By the time the river surrendered its last sheet of ice, the town had already practiced its annual forgetting. The mill's chimneys no longer smoked, yet the old men still spoke of work as if it might return with the swallows. On the hill above Main Street, the library kept its doors open with a faith that felt almost stubborn.

Nora returned in late March with one suitcase and an envelope of letters she had never mailed. She told herself she had come for her mother's house, for the paperwork, for the practical tasks that could be checked off like items on a list. But the list kept dissolving into smaller, stranger questions: Why did the wallpaper in the hallway look brighter than she remembered? Why did the town's silence feel rehearsed? Why did every friendly greeting land like a reminder that she had once left?

On her second night, the power flickered during a storm. In the brief dark, Nora lit a candle and read one of the unsent letters aloud. The words sounded less like confession than inventory – what she had taken, what she had refused to carry, what she had pretended was weightless. When the lights returned, she put the envelope back in her suitcase, not because she was finished with it, but because she finally understood it was not evidence of the past. It was instructions.

In the morning, she walked to the river. The ice had broken into drifting plates, each one turning slowly, catching and releasing sunlight. Nora watched until the motion looked like a choice rather than an accident. She did not decide to stay. She did not decide to leave. She only admitted, for the first time, that either decision would be hers.

Which interpretation best captures the passage's central thematic claim?

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A. Communities that lose industry inevitably become places where personal change is impossible.
B. Confronting what one has avoided can transform memory into agency, even when the future remains uncertain.
C. Returning home proves that the past can be repaired if one completes practical responsibilities.
D. Personal freedom requires rejecting responsibility and refusing to be shaped by others' expectations.
E. People misinterpret nostalgia because they do not understand how towns preserve tradition.

Question #6

Vocabulary

The superintendent described the new policy as "transparent," yet the announcement avoided concrete details and relied on carefully repeated phrases. The effect was less clarification than reassurance, language crafted to pacify rather than inform.

In this context, the word "pacify" most nearly means:

A. impose authority
B. quiet opposition
C. clarify confusion
D. restrict participation
E. strengthen approval

Question #7

Informational Text

Read the excerpt from a historical text.

In public debates, "free speech" is often treated as a single, uncomplicated principle, either protected or threatened. Yet constitutional systems rarely operate through slogans. They operate through thresholds: definitions, tests, and context.

A government can suppress dissent directly through bans and arrests, but it can also burden dissent indirectly by raising the cost of participation. Licensing requirements, vague "public order" rules, and selective enforcement can discourage speech without ever declaring it illegal. This dynamic matters because citizens do not experience rights as abstract ideals; they experience them as practical realities.

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When courts assess restrictions, they frequently examine purpose and effect. A rule that is neutral on its face can still be harmful if it predictably silences certain groups. Conversely, a rule that limits some expression can be justified if it prevents immediate and specific harm. The difficulty lies in the temptation to treat all restrictions as identical. If every limitation is labeled "censorship," then truly coercive suppression becomes harder to identify. If every limitation is excused as "safety," then rights become optional.

A mature civic culture, therefore, requires two disciplines at once: skepticism toward power and precision in language. Without skepticism, citizens underestimate how easily rules can be used as tools. Without precision, citizens lose the ability to distinguish between legitimate regulation and the quiet erosion of participation.

Which statement best describes how the author's **argument is structured to persuade** the reader?

A. The author lists historical examples to prove that all restrictions are unconstitutional.
B. The author relies on emotional anecdotes to create sympathy for dissenters.
C. The author primarily refutes opponents by mocking simplistic views of free speech.
D. The author defines a common misconception, complicates it with distinctions and consequences, and ends by proposing a balanced civic standard.
E. The author presents statistical evidence showing indirect suppression is more common than direct suppression.

NWEA MAP 12th Language Usage Practice Questions

Question #8

Understand and Edit for Mechanics

Which revision correctly fixes the punctuation error in the sentence below?

Original sentence:

The proposal seemed promising however it lacked sufficient evidence.

A. The proposal seemed promising; however, it lacked sufficient evidence.
B. The proposal seemed promising, however it lacked sufficient evidence.
C. The proposal seemed promising however, it lacked sufficient evidence.
D. The proposal seemed promising: however, it lacked sufficient evidence.
E. The proposal seemed promising; however it lacked sufficient evidence.

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Question #9

Understand, Edit for Grammar, Usage

Which revision correctly fixes the subject–verb agreement error in the sentence below?

Original sentence:

Neither the principal nor the teachers was willing to revise their grading policies.

A. Neither the principal nor the teachers were willing to revise his or her grading policies.
B. Neither the principal nor the teachers was willing to revise their grading policies.
C. Neither the principal nor the teachers were willing to revise their grading policies.
D. Neither the principal nor the teachers were willing to revise his grading policies.
E. Neither the principal nor the teachers was willing to revise its grading policies.

Question #10

Write & Revise Texts for Purpose and Audience

A student is concluding an argumentative essay about whether schools should implement later start times for high school students.

Which concluding sentence best reinforces the essay's central claim while maintaining a formal and persuasive tone?

A. Later start times would likely provide measurable benefits for high school students.
B. Some districts have already adjusted their schedules in recent years.
C. Many students experience difficulty maintaining focus during early classes.
D. Implementing later start times would better reflect current research on adolescent sleep patterns.
E. Schools may face logistical considerations when modifying established schedules.

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Correct Answers & Explanations

Question #1

Correct answer: E

To write the equation of a circle in standard form, we use the formula:

$(x - h)^2 + (y - k)^2 = r^2$

where:

(h,k) = coordinates of the center of the circle
r = radius of the circle

In this problem, the center of the park is at the point **(0,0)**, so **h=0** and **k=0**.
The radius is 328 feet, so r = 328.

Now, plug these values into the formula:

$(x - 0)^2 + (y - 0)^2 = 328^2$

Simplify the equation:

$x^2 + y^2 = 107\ 584$

Therefore, the equation of the circular walking track is:

$x^2 + y^2 = 107\ 584$

Question #2

Correct answer: A

The expression is

¬(pVq)

which means we need to apply the **OR** operation first, then **negate** the result.

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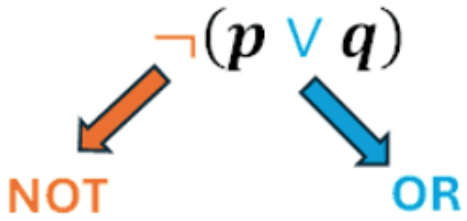

The expression **p ∨ q** means **p OR q**. It is **true** if **either x or y** is **true** and **false otherwise**.

We are taking the negation of **p ∨ q**, so we apply **NOT**.

When p = true and q = false, p ∨ q = true. So

¬(p∨q)=¬true=false

The completed truth table for ¬(p∨q) is:

p	q	$\neg (p \vee q)$
T	T	F
T	F	F
F	T	F
F	F	T

Question #3

Correct answer: B

Calculate the total number of members.

The total number of members is:

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Hours of Exercise (X)	Number of Members
2	5
3	7
4	3
5	2
	Total: 17

5 + 7 + 3 + 2 = 17 members

Calculate the probabilities for each value of X.

Hours of Exercise (X)	Number of Members	P(X)
2	5	$P(2) = {}^{5}/_{17} \approx 0.29$
3	7	$P(3) = {}^{7}/_{17} \approx 0.41$
4	3	$P(4) = {}^{3}/_{17} \approx 0.18$
5	2	$P(5) = {}^{2}/_{17} \approx 0.12$
	Total: 17	

Thus, the table that correctly represents the probability distribution of X is **Option B**.

Hours of Exercise (X)	P(X)
2	0.29
3	0.41
4	0.18
5	0.12

Question #4

Correct answer: E

Expand:

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$5 \times 2 = 10$
$5 \times i = 5i$
$-3i \times 2 = -6i$
$-3i \times i = -3i^2$

Combine:

$= 10 + 5i - 6i - 3i^2$

$5i - 6i = -i$

$i^2 = -1$

$-3i^2 = -3(-1) = +3$

Now combine real parts:

$10 + 3 = 13$

So the result is:

$13 - i$

Question #5

Correct answer: B

The passage is not mainly about the mill or the town's economy. Those details create a backdrop of stagnation and "annual forgetting," which mirrors Nora's internal avoidance.

Nora's unsent letters matter because they represent what she refused to face. When she reads one aloud, she realizes they are "instructions," meaning they guide what she must finally acknowledge and choose.

The ending is key: she doesn't choose stay/leave yet, but she recognizes the choice belongs to her, agency. That matches B.

Why the others are incorrect:

A is too absolute ("inevitably") and ignores Nora's growth.

C focuses on paperwork, but the passage shows the change is psychological and moral, not logistical.

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D misreads freedom as rejecting responsibility. Nora's insight is ownership of choice, not escape.

E is about nostalgia/tradition broadly. The passage centers on avoidance, recognition, and agency.

Question #6

Correct Answer: B

The passage says the policy avoided details and relied on repeated phrases. It also contrasts:

- "clarification"
- "reassurance"

That suggests the goal was not to inform people clearly, but to **calm them so they would stop questioning**.

"Pacify" in this context means to reduce resistance or calm opposition.

That matches B: quiet opposition.

The other choices do not match the idea of calming critics without providing information.

Question #7

Correct answer: D

The passage begins with a misconception: free speech framed as a simple protected/threatened slogan.

It then complicates that view: rights operate through thresholds, context, indirect burdens, and selective enforcement.

Next, it shows consequences of sloppy thinking in both directions ("everything is censorship" vs "everything is safety").

Finally, it proposes a civic standard: skepticism toward power and precision in language. This is the author's synthesis and recommendation.

That sequence is exactly D.

Why others are wrong:

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A. No historical examples are provided, and the author doesn't claim "all restrictions" are unconstitutional.

B. No personal anecdote. The tone is analytical.

C. No mockery. The author critiques simplification but stays measured.

E no statistics appear.

Question #8

Correct answer: A

The sentence contains two independent clauses:

- The proposal seemed promising.
- It lacked sufficient evidence.

When joining two independent clauses with a conjunctive adverb like "however," you must:

• Use a semicolon before "however"
• Use a comma after "however"

Only **choice A** follows that structure correctly.

Question #9

Correct Answer: C.

With "neither…nor," the verb agrees with the subject closest to it.

Here, the closest subject to the verb is "teachers," which is plural.

So the verb must be "were," not "was."

Choice C correctly changes the verb to "were" and keeps consistent plural agreement with "their."

Other options fail because:

A introduces unnecessary pronoun shifts.

B keeps incorrect verb "was."

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D mismatches plural subject with singular “his.”

E incorrectly uses “its” for people.

Question #10

Correct Answer: D.

A strong conclusion should:

- Reinforce the central claim
- Reference supporting reasoning
- Maintain persuasive tone
- Avoid introducing new counterarguments

Choice D works best because:

1. It connects the policy change directly to research.
2. It reinforces the argumentative claim.
3. It maintains a confident, formal tone.

The other options are weaker because:

A is vague (“likely provide measurable benefits”).

B introduces background information rather than reinforcing the claim.

C sounds like body-paragraph evidence.

E shifts toward potential obstacles rather than strengthening the argument.

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