



TEST NINJAS

PRACTICE ASSESSMENT

STUDENT TEST BOOK

Test Ninjas SAT® Combined Information and Ideas · 4-Skill Mix Module

Reading & Writing · 10 questions · Combined question pool

10

QUESTIONS

1

MODULE

STUDENT NAME

DATE

INSTRUCTOR

BEFORE YOU BEGIN

- Read the directions for each section carefully.
- Work only in the section your instructor assigns.
- Choose one answer for each multiple-choice question.
- Record student-produced responses clearly in the space provided.
- Do not use the answer key until the practice session is complete.

TEST INFORMATION

TIMING

Self-paced · no fixed limit

MATERIALS

Pencil · scratch paper

SCORING

Practice only · unofficial

STOP Do not open this test book until instructed.

STUDENT ACKNOWLEDGMENT

I understand that this practice assessment is unofficial and that any resulting score is an estimate.

STUDENT INITIALS

PRACTICE ASSESSMENT · 2026 EDITION

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SECTION

Information and Ideas • 4-Skill Mix Practice

Combined Module • 10
QUESTIONS

DIRECTIONS

The questions in this section measure important reading and writing skills. Read each passage and question carefully, then choose the best answer based on the text. Each multiple-choice question has one correct answer.

1

INFERENCES

MULTIPLE CHOICE

Many animals that are poisonous to eat display bright colors, and biologists have long treated vivid coloring as a dependable warning that a creature is toxic. Studying frogs in a Central American rainforest, researcher Ana Villanueva catalogued dozens of brightly colored species. She found that a large share of these vivid frogs carried no toxins at all; instead, their coloring closely mimicked that of nearby poisonous species, letting the harmless frogs avoid predators without being dangerous themselves. Villanueva's findings cast doubt on the idea that _____

Which choice most logically completes the text?

- A) some brightly colored frogs in the rainforest do produce toxins that discourage predators from eating them.
- B) predators in the rainforest rely more on color than on smell when they choose which prey to pursue.
- C) a harmless frog can benefit from closely resembling a poisonous species that predators have learned to avoid.
- D) a rainforest animal's bright coloring can reliably be taken as evidence that the animal is poisonous to eat.

2

COMMAND OF EVIDENCE

MULTIPLE CHOICE

A public library moved its shelf of newly arrived books from a back corner to a spot beside the main entrance, where patrons pass it on their way in. Over the following months, checkouts of the newly arrived titles rose sharply. The head librarian hypothesizes that placing the new books where patrons pass on entering increases checkouts by exposing people to titles they would otherwise miss.

Which finding, if true, would most directly support the librarian's hypothesis?

- A) During the same months that the shelf was moved, the library also extended its evening hours on several nights of the week.
- B) After the shelf was moved, patrons borrowed far more of the new titles, and many said they had noticed books they had not come in intending to borrow.
- C) Patrons who visited the library most often already knew which new titles had arrived each week before they entered the building.
- D) The total number of patrons visiting the library each week stayed about the same before and after the shelf was moved to the entrance.

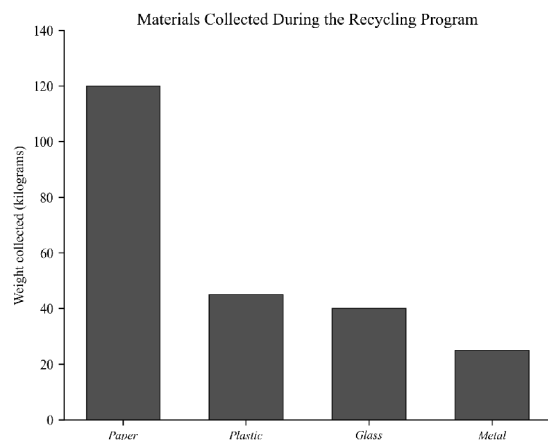


3

COMMAND OF EVIDENCE (QUANTITATIVE)

MULTIPLE CHOICE

An environmental club at a high school ran a month-long recycling program and weighed the materials that students dropped off. Members sorted the collected items into four categories — paper, plastic, glass, and metal — and recorded the total weight of each in kilograms. After reviewing the results, the club's coordinator reported that the program collected more paper than plastic and glass combined.



Which choice best describes data from the graph that support the underlined claim?

- A) The program collected about 120 kg of paper, more than the roughly 45 kg of plastic and 40 kg of glass combined.
- B) The program collected about 45 kg of plastic, more than the roughly 40 kg of glass and 25 kg of metal combined.
- C) The program collected about 40 kg of glass, more than the roughly 45 kg of plastic and 25 kg of metal combined.
- D) The program collected about 120 kg of paper, less than the roughly 45 kg of plastic and 40 kg of glass combined.

4

CENTRAL IDEAS AND DETAILS

MULTIPLE CHOICE

Scholars have long debated why the artists of the Ice Age chose the deepest, darkest chambers of caves for some of their most elaborate paintings. A recent study offers a partial answer by examining the conditions under which the images would originally have been seen. Because the caves are entirely without natural light, the paintings could only have been viewed by the flickering flames of torches or fires, and the researchers noticed that many of the animals were painted with overlapping or repeated limbs. When lit by an unsteady flame, they argue, these features would appear to shift, giving the figures a sense of motion. The study does not claim that all cave art was designed this way, but it suggests that for at least some images, the effect of firelight was not incidental but deliberately intended.

Which choice best states the main idea of the text?

- A) Ice Age artists designed all of their cave paintings to create an illusion of movement when the images were viewed by flickering firelight.
- B) The deepest chambers of Ice Age caves were chosen for elaborate paintings because they offered more protected surfaces than areas near the entrance.
- C) For at least some Ice Age cave paintings, the flickering firelight used to view them may have been deliberately exploited to make the animals appear to move.
- D) A recent study concludes that the effect of firelight on Ice Age cave paintings was purely incidental rather than something the artists had intended.



5

INFERENCES

MULTIPLE CHOICE

When people talk face to face, gestures and facial expressions help listeners interpret a speaker's tone. Linguist Dana Cole wondered whether emoji play a similar role in written messages, where such cues are absent. She asked volunteers to read short text messages, some ending with a friendly emoji and some ending with no emoji at all.

Messages that might seem blunt on their own, such as a one-word reply, were rated as much warmer and less rude when they ended with a smiling emoji. Given these results, it's reasonable to conclude that _____

Which choice most logically completes the text?

- A) people send more text messages when they are able to include emoji than when they are not.
- B) written messages are generally much easier to misunderstand than spoken conversations tend to be.
- C) adding a smiling emoji to a message tends to make even fairly polite wording seem colder.
- D) emoji can supply some of the tone cues that gestures and expressions provide during face-to-face conversation.

6

COMMAND OF EVIDENCE

MULTIPLE CHOICE

Some schools have started planting gardens where students grow vegetables as part of their science classes. Researcher Priya Venkataraman surveyed students at several such schools before and after the gardens were introduced. She found that students who tended the gardens later chose vegetables in the cafeteria more often than they had before. Venkataraman concluded that taking part in growing the vegetables made students more willing to eat them.

Which finding, if true, would most directly support Venkataraman's conclusion?

- A) Students at schools without gardens reported enjoying vegetables about as much as students at schools that had gardens did.
- B) Cafeteria managers reported that vegetables grown in school gardens cost less than vegetables bought from outside suppliers.
- C) Students who spent the most time tending the garden showed the largest increase in choosing vegetables in the cafeteria.
- D) Students said that the vegetables grown in the school gardens tasted fresher than the vegetables sold in nearby stores.

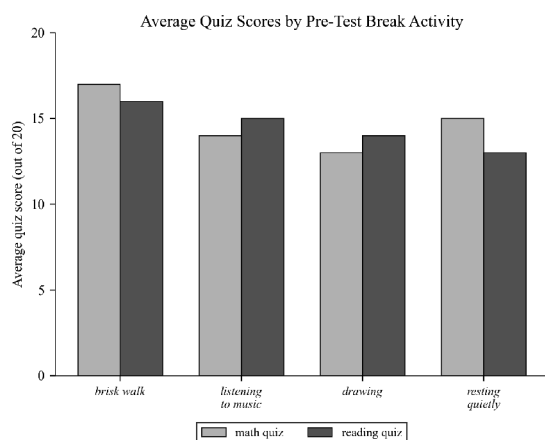


7

COMMAND OF EVIDENCE (QUANTITATIVE)

MULTIPLE CHOICE

Education researcher Daniel Okafor tested whether a short activity during a break before a test affects performance. He had 120 students spend ten minutes on one of four activities — taking a brisk walk, listening to music, drawing, or resting quietly — and then complete both a math quiz and a reading quiz, each scored out of 20 points. After comparing the group averages, Okafor concluded that the brisk walk was associated with the highest average score on both quizzes.



Which choice best describes data from the graph that support Okafor's conclusion?

- A) Students who rested quietly averaged 15 on the math quiz, higher than the 14 averaged by students who listened to music before the test.
- B) Students who took a brisk walk averaged 17 on the math quiz, a higher average than any other break activity produced on that particular quiz.
- C) Students who took a brisk walk averaged 17 on the math quiz and 16 on the reading quiz, higher averages than any other activity produced on either quiz.
- D) Students who listened to music averaged higher than students who took a brisk walk on both the math quiz and the reading quiz that followed the break.

8

CENTRAL IDEAS AND DETAILS

MULTIPLE CHOICE

The following text is adapted from Frances Hodgson Burnett's 1905 novel *A Little Princess*. Sara had not been at the school a week before Miss Minchin discovered that she was a remarkable child. Whatever she was told to learn she learned quickly and well. She read every book she could find, and she was never so happy as when she was curled up in a corner with a story. But what pleased the younger children most was that she loved to invent tales and tell them aloud after lessons were done.

According to the text, what is true about Sara?

- A) She finds her lessons at the school difficult and tiring to complete.
- B) She prefers spending time alone rather than with the younger children.
- C) She likes to invent stories and share them with the younger children.
- D) She hopes to become a teacher at Miss Minchin's school someday.

9

INFERENCES

MULTIPLE CHOICE

To protect a threatened fish species, officials in one coastal region banned fishing in a large marine area. Within a decade, fish populations inside the protected zone had grown substantially. Surprisingly, catches also rose in the waters just outside the zone, where fishing was still allowed. Marine biologists point out that fish do not recognize the boundaries of protected areas and often move beyond them as their numbers increase. These observations most strongly suggest that _____

Which choice most logically completes the text?

- A) the protected zone ought to be expanded to cover the surrounding waters where fishing is still allowed today.
- B) fishing bans are more effective at increasing fish populations than any other available conservation method is.
- C) a protected area can benefit nearby fisheries by letting populations inside it grow and then spread outward.
- D) fish populations outside the protected zone had been declining faster than those inside it before the ban began.



10

COMMAND OF EVIDENCE

MULTIPLE CHOICE

When one tree in a forest is attacked by leaf-eating insects, nearby trees of the same species often begin producing bitter chemicals in their own leaves before any insects reach them. Botanist Idris Kwan hypothesizes that the attacked tree sends a warning through the underground fungal threads that link the trees' roots and that neighbors receiving this warning raise their chemical defenses in advance.

Which finding, if true, would most directly support Kwan's hypothesis?

- A) Neighboring trees joined to the attacked tree by fungal threads produced the bitter chemicals, but neighbors whose fungal threads had been cut did not.
- B) Trees standing downwind of the attacked tree produced the bitter chemicals noticeably sooner than trees standing upwind of it did.
- C) Leaves that contained the bitter chemicals were eaten far more slowly by the leaf-eating insects than untreated leaves were.
- D) The fungal threads that link the trees' roots also carry water and dissolved nutrients between trees of different species.



QUICK REFERENCE

Answer Key

Correct responses by section

INFORMATION AND IDEAS · 4-SKILL MIX PRACTICE · COMBINED MODULE

1 D

2 B

3 A

4 C

5 D

6 C

7 C

8 C

9 C

10 A

DIGITAL SAT PRACTICE

Score Ranges and Scaling

Questions are first marked correct or incorrect, and there is no penalty for a wrong answer. Official Digital SAT section scores are not produced by a single fixed raw-score curve. College Board uses multistage adaptive testing and Item Response Theory, so a score depends on the questions administered, their characteristics—including difficulty—and the student's full response pattern. Equating keeps scores comparable across different test forms and dates.

Approximate Raw-to-Scaled Conversion

These broad bands are an unofficial planning reference for a standard 54-question Reading and Writing section and 44-question Math section. Actual conversions are test-specific, depend on the second-module route and response pattern, and can differ even when two students have the same number correct. Custom-length modules cannot be converted with this table.

RAW SCORE R&W / 54	RAW SCORE MATH / 44	APPROXIMATE SCALED SECTION SCORE
52–54	43–44	780–800
48–51	40–42	720–770
44–47	36–39	660–710
40–43	32–35	600–650
35–39	28–31	540–590
30–34	23–27	480–530
24–29	18–22	420–470
18–23	13–17	360–410
12–17	8–12	300–350
6–11	4–7	250–290
0–5	0–3	200–240

How to read the estimate: A raw score such as 52 of 54 may fall in a very high Reading and Writing range, but an official score cannot be inferred from raw count alone. Do not assume a fixed point loss for missing an easy or difficult question; the official model evaluates item characteristics and the overall response pattern.

Methodology: College Board, "How Are Scores Calculated?" and "Scoring and Equating." Planning ranges are Test Ninjas estimates, not official College Board conversion tables.

DIGITAL SAT PRACTICE

SAT Score Percentiles: Where Do You Rank?

A percentile shows the percentage of recent SAT takers whose scores were equal to or below yours. The table uses College Board's SAT User Percentile—not its separate nationally representative percentile. Among students in the graduating class of 2024 who took the SAT, the mean total score was 1024. In the current SAT-user table, a 1400 is approximately the 93rd percentile.

Approximate SAT User Percentiles

Percentile reference groups and published values can change over time. Use this table for context, not as an admission forecast.

COMPOSITE SCORE	SAT USER PERCENTILE
1600	99+
1550	99
1500	98
1450	96
1400	93
1350	90
1300	86
1250	82
1200	76
1150	70
1100	63
1050	56
1000	48
950	41
900	33
850	25
800	18

Sources: College Board SAT User Percentiles and the 2024 Total Group SAT Suite of Assessments Annual Report. Values checked July 2026.



TEST NINJAS PRACTICE ASSESSMENT

End of Practice Assessment

You have reached the end of this document. Review your work only when your instructor or testing conditions allow.

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