

ATI TEAS

Foundation Worksheet

8 original questions, working space and separate answer explanations. Version 2026-10-28.

Scope

Selected Version 7 academic foundations across Reading, Mathematics, Science and English and Language Usage. This is not full content coverage, an exam-weighted or full-length mock, an alternate-format simulator, a clinical-care guide or an admissions guarantee. All passages, tables, records and cases are independently authored; no secure ATI items or textbook examples/diagrams are reproduced. Qualified educator review remains pending..

This is an untimed foundation study sample, not an official examination or complete mock test. Author-reviewed learning materials; independent educator review and learner calibration remain pending.

How to use this worksheet

Work through the questions before opening the answer section. Write your calculation or the reason for your choice. After checking the explanation, return to the linked lesson for any unfamiliar distinction.

<https://openexam.site/exams/ati-teas/worksheets/>

QUESTION 1 / Read claims with their conditions

Read this original notice: "From 12 May to 23 May, the library reading room will close while workers repair its roof. Borrowing continues through the east entrance. Two foyer desks will support short visits, but they do not replace the reading room's group-study capacity. Staff will review the temporary arrangement after two weeks." What is the notice's main purpose?

- A. Explain temporary access and study-space changes during a specific repair period.
- B. Argue that short foyer visits are preferable to the usual group-study arrangement.
- C. Report that the east entrance will replace the library's reading room after repairs.
- D. Evaluate whether the roof repair has already improved borrowing and study access.

Working / reasoning:

Item ati-teas-pilot-q01 | Lesson: <https://openexam.site/exams/ati-teas/learn/reading-evidence/>

QUESTION 2 / Ratios, percentage bases and units

An art demonstration requires 640 mL of a fictional pigment mixture. Blue and white volumes must be in a 5:3 ratio, with volumes assumed additive for this exercise. What volume of white pigment is required?

- A. 160 mL, assigning the two-part difference between the colours to the white share.
- B. 240 mL, assigning three of the eight equal mixture parts to white pigment.
- C. 384 mL, treating three-fifths as the fraction of the total assigned to white.
- D. 400 mL, assigning the larger five-part share to the requested white pigment.

Working / reasoning:

Item ati-teas-pilot-q04 | Lesson: <https://openexam.site/exams/ati-teas/learn/math-quantities/>

QUESTION 3 / Feedback and selective movement

In a nonclinical model of temperature regulation, a rise above a reference range is sensed. A controller then increases heat loss, and the model's temperature moves back toward that range. Which relationship makes the loop negative feedback?

- A. The sensor detects the deviation before the controller changes the heat-loss signal.
- B. The controller produces a positive amount of heat loss during the modelled response.
- C. The response opposes the original temperature deviation rather than amplifying it.
- D. The final reading follows the starting reading in time rather than occurring simultaneously.

Working / reasoning:

Item ati-teas-pilot-q07 | Lesson: <https://openexam.site/exams/ati-teas/learn/science-biology/>

QUESTION 4 / Edit subject agreement and clause boundaries

Choose the verb form that completes this original sentence in the simple present: "The list of specimens from the two cabinets ___ ready for inspection."

- A. is
- B. are
- C. have been
- D. were

Working / reasoning:

Item ati-teas-pilot-q10 | Lesson: <https://openexam.site/exams/ati-teas/learn/english-sentences/>

QUESTION 5 / Connect sentences and integrate a service table

Read the original excerpt: "Foyer desks are available for short visits. Unlike the reading room, they cannot be reserved." What does the second sentence do in this excerpt?

- A. Give the historical reason that the library first introduced a desk-reservation system.
- B. Explain why the number of desks determines the duration of each permitted visit.
- C. Limit an expectation that the temporary desks offer the same reservation feature.
- D. Recommend using the reading room instead of the desks throughout the closure.

Working / reasoning:

Item ati-teas-pilot-q02 | Lesson: <https://openexam.site/exams/ati-teas/learn/reading-structure/>

QUESTION 6 / Summarise and audit numerical records

An original five-record set is 4, 4, 5, 5, 70. An audit establishes that the last value should be 7 rather than 70. What happens to the mean and median when this correction is made?

- A. The mean decreases, while the ordered middle value and therefore the median stay 5.
- B. The mean stays unchanged, while the median decreases because the largest value becomes smaller.
- C. Both measures decrease, because each uses the numerical size of every recorded value.
- D. The mean decreases, while the median becomes 7 because that is the corrected entry.

Working / reasoning:

Item ati-teas-pilot-q06 | Lesson: <https://openexam.site/exams/ati-teas/learn/math-data/>

QUESTION 7 / Identify variables and conserve atoms

An original classroom study compares seedling growth under 4 versus 8 hours of light daily. Each group starts with 20 seedlings and receives the same daily water volume, container type and temperature. The proposed outcome is plant growth. Which recorded quantity directly operationalises that dependent outcome?

- A. Assigned hours of light each day, because that quantity differs between the study groups.
- B. Initial number of seedlings, because that quantity establishes equal group starting sizes.
- C. Daily water volume, because that quantity is held constant while light exposure differs.
- D. Each seedling's height change in centimetres over the same specified seven-day period.

Working / reasoning:

Item ati-teas-pilot-q09 | Lesson: <https://openexam.site/exams/ati-teas/learn/science-inquiry/>

QUESTION 8 / Make a paragraph's relation explicit

Read this original draft: "The glossary preserves specialised terms so readers can search for them. ____, the overview replaces those terms with everyday wording." Which opening explicitly signals the contrast between the two approaches?

- A. For example
- B. In contrast
- C. Similarly
- D. As a result

Working / reasoning:

Item ati-teas-pilot-q12 | Lesson: <https://openexam.site/exams/ati-teas/learn/english-revision/>

ATI TEAS: Answers & Explanations

Compare the method or rule as well as the final answer. These explanations are study aids, not official scoring guidance.

QUESTION 1 / ati-teas-pilot-q01

Answer: Explain temporary access and study-space changes during a specific repair period.

1. The notice announces a dated closure, retained borrowing and a limited alternative. It does not claim a permanent replacement, superior study method or measured improvement. This conclusion comes from the original passage, not outside library policy.

QUESTION 2 / ati-teas-pilot-q04

Answer: 240 mL, assigning three of the eight equal mixture parts to white pigment.

1. There are $5+3=8$ total parts. Each part is $640/8=80$ mL, so white uses $3\times 80=240$ mL. The ratio is blue:white, not white:total. This is original arithmetic under the explicitly additive-volume assumption.

QUESTION 3 / ati-teas-pilot-q07

Answer: The response opposes the original temperature deviation rather than amplifying it.

1. Negative feedback is defined by reversal of a deviation. Here the response moves temperature downward after an upward deviation. Detection, temporal order and a positive numerical amount of heat loss do not by themselves identify feedback type. This is conceptual physiology, not a care instruction.

QUESTION 4 / ati-teas-pilot-q10

Answer: is

1. The head subject is singular list; specimens and cabinets belong to modifying phrases. Is agrees with that subject in the requested simple present. The other choices either disagree or fail the requested tense as well.

QUESTION 5 / ati-teas-pilot-q02

Answer: Limit an expectation that the temporary desks offer the same reservation feature.

1. The contrast marker identifies a difference in reservation features. It limits an assumption about equivalence. It gives no history, numerical duration rule or recommendation to use an unavailable room.

QUESTION 6 / ati-teas-pilot-q06

Answer: The mean decreases, while the ordered middle value and therefore the median stay 5.

1. Before correction the mean is $88/5=17.6$; afterward it is $25/5=5$. Both ordered lists have 5 as their third value, so the median remains 5. The audit, not a wish to remove an outlier, establishes the replacement.

QUESTION 7 / ati-teas-pilot-q09

Answer: Each seedling's height change in centimetres over the same specified seven-day period.

1. Height change over a specified common period is a measurable definition of the stated growth outcome. Light duration is the manipulated factor; starting count and water volume are controlled inputs in this design. This fictional design question does not establish a universal plant-growth result.

QUESTION 8 / ati-teas-pilot-q12

Answer: In contrast

1. In contrast marks the difference between retaining technical wording and replacing it. The text presents two approaches, not an example of one, a similarity or an asserted causal result. The task asks for a specified discourse relation rather than a personal style preference.

References and scope notes

The questions and teaching explanations are original catalog materials. References support the selected concepts; they are not endorsements or a reproduced official examination bank.

ATI TEAS Version 7 Content Outline

https://www.atitesting.com/docs/default-source/teas-resources/ati_tetas7_content_outline.pdf

OpenStax Prealgebra 2 e §5.6 Ratios and Rate

<https://openstax.org/books/prealgebra-2e/pages/5-6-ratios-and-rate>

OpenStax Introductory Statistics 2 e §2.5 Measures of the Center

<https://openstax.org/books/introductory-statistics-2e/pages/2-5-measures-of-the-center-of-the-data>

OpenStax Anatomy and Physiology 2 e §1.5 Homeostasis

<https://openstax.org/books/anatomy-and-physiology-2e/pages/1-5-homeostasis>

OpenStax Biology 2 e §1.1 The Science of Biology

<https://openstax.org/books/biology-2e/pages/1-1-the-science-of-biology>

OpenStax Writing Guide with Handbook: Handbook

<https://openstax.org/books/writing-guide/pages/handbook>

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