

Postsecondary Education Readiness Test (PERT) Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

Copyright © 2025 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Questions

- 1. What type of reasoning questions are commonly found in the reading comprehension section of the PERT?**
 - A. Fact and opinion questions**
 - B. Inferences and conclusions based on textual evidence**
 - C. Multiple-choice calculations**
 - D. Imaginary scenarios**
- 2. What are common themes found in reading selections on the PERT?**
 - A. Cooking recipes and personal finance.**
 - B. Social issues, scientific concepts, and historical events.**
 - C. Fictional stories and entertainment reviews.**
 - D. Mathematical theories.**
- 3. Choose the sentence with the correct conjunction:**
 - A. The store was closed, so I wasn't able to but milk.**
 - B. The store was closed, but I wasn't able to milk.**
 - C. The store was closed, or I wasn't able to buy milk.**
 - D. The store was closed, yet I wasn't able to but milk.**
- 4. Which of the following sentences is the most logically structured?**
 - A. My family, who eats breakfast together every day, cherishes those moments.**
 - B. Turning off the lights saves electricity; therefore, we should do it whenever we leave the room.**
 - C. I enjoy biking in the springtime and I also enjoy reading books.**
 - D. Students, who study hard and stay organized, tend to excel in their classes.**
- 5. Why might a student want to retake the PERT?**
 - A. To fulfill graduation requirements**
 - B. To improve scores for better placement in college courses**
 - C. To have a chance at scholarships**
 - D. To increase general test-taking experience**

- 6. Which of the following is the most concise way to state a policy?**
- A. The company will ensure that every employee adheres to the guidelines set forth in the handbook.**
 - B. The company requires adherence to the guidelines set in the handbook.**
 - C. It is necessary that all employees comply with the company guidelines outlined in the handbook.**
 - D. All employees must follow the guidelines provided in the handbook strictly.**
- 7. Which mathematical concepts might require a calculator on the PERT?**
- A. Algebraic equations and graphing functions.**
 - B. Calculators are typically not allowed, focusing on mental math skills.**
 - C. Geometry and measurement calculations only.**
 - D. Complex statistics and probability.**
- 8. In polynomial long division, what is the first step taken?**
- A. Identify the leading term of the dividend**
 - B. Multiply by the divisor**
 - C. Add the remainder**
 - D. Subtract the divisor from the dividend**
- 9. Why is understanding the context of a passage important for the PERT?**
- A. It makes the reading less tedious**
 - B. It helps correctly interpret meanings and answers**
 - C. It increases the time spent on reading**
 - D. It allows the use of personal opinions**
- 10. What type of math problem would require the use of the distributive property?**
- A. Simple addition problems**
 - B. Problems involving multiplication of a sum, like $3(x + 2)$**
 - C. Only division problems**
 - D. Geometry problems**

Answers

SAMPLE

- 1. B**
- 2. B**
- 3. A**
- 4. D**
- 5. B**
- 6. B**
- 7. B**
- 8. A**
- 9. B**
- 10. B**

SAMPLE

Explanations

SAMPLE

1. What type of reasoning questions are commonly found in the reading comprehension section of the PERT?

A. Fact and opinion questions

B. Inferences and conclusions based on textual evidence

C. Multiple-choice calculations

D. Imaginary scenarios

In the reading comprehension section of the PERT, questions often focus on making inferences and drawing conclusions based on textual evidence. This type of reasoning requires students to go beyond the literal meaning of the text. Understanding the underlying themes, motivations of characters, or implications of certain phrases allows test-takers to interpret information and identify what is suggested but not directly stated. Inferences rely on synthesizing details from the passage to form a cohesive understanding of the author's intent or the text's broader meaning. This process enhances critical reading skills, which are essential for academic success. By assessing the ability to interpret and conclude based on the text provided, these types of questions evaluate a deeper level of comprehension, important for challenges encountered in higher education. Other types of questions, such as those asking for facts versus opinions or hypothetical scenarios, do not focus on the critical analysis of text in the same way.

2. What are common themes found in reading selections on the PERT?

A. Cooking recipes and personal finance.

B. Social issues, scientific concepts, and historical events.

C. Fictional stories and entertainment reviews.

D. Mathematical theories.

The correct choice highlights common themes that are often explored in reading selections on standardized tests like the PERT. Social issues, scientific concepts, and historical events reflect a broad range of topics that are designed to assess critical reading and comprehension skills. These themes are significant as they encourage students to engage with material that not only tests their understanding of varied subjects but also promotes awareness of current events and societal challenges. Selecting readings based on social issues can prompt discussions about ethics, society, and human behavior, while scientific concepts introduce foundational knowledge in various disciplines like biology, chemistry, and physics. Historical events allow students to analyze past occurrences, understanding their implications and relevance to the present. This blend of themes helps develop analytical thinking, synthesis of information, and contextual understanding, which are essential skills for postsecondary education. In contrast, the other options focus on niche topics or specific genres, which do not encompass the broad thematic range typically tested in reading comprehension assessments.

3. Choose the sentence with the correct conjunction:

- A. The store was closed, so I wasn't able to buy milk.**
- B. The store was closed, but I wasn't able to buy milk.**
- C. The store was closed, or I wasn't able to buy milk.**
- D. The store was closed, yet I wasn't able to buy milk.**

The first choice uses "so" correctly to indicate a cause-and-effect relationship. In this context, the store being closed is the reason for not being able to buy milk. The word "so" effectively connects the two clauses to show that the closure of the store resulted in the inability to purchase milk. The other options do not convey the intended meaning properly. Using "but" implies a contrast rather than a result, while "or" introduces an alternative possibility that doesn't fit the context of being unable to buy milk due to the store's closure. The use of "yet" similarly suggests a contrast rather than a consequence. Therefore, the first choice accurately captures the relationship between the two parts of the sentence with the correct conjunction.

4. Which of the following sentences is the most logically structured?

- A. My family, who eats breakfast together every day, cherishes those moments.**
- B. Turning off the lights saves electricity; therefore, we should do it whenever we leave the room.**
- C. I enjoy biking in the springtime and I also enjoy reading books.**
- D. Students, who study hard and stay organized, tend to excel in their classes.**

The sentence that stands out for its logical structure is the one discussing students who study hard and stay organized. This choice clearly conveys a causal relationship between the habits of studying hard and being organized, and the outcome of excelling in classes. It effectively emphasizes both the qualities of the students and the positive result that arises from these qualities, which is a common theme in discussions about academic success. The use of a non-restrictive relative clause ("who study hard and stay organized") adds additional information about the students without detracting from the main point of the sentence. This structure allows the reader to easily comprehend the connection between effort and achievement. In contrast, while the other options contain valid points, they either lack a clear cause-and-effect relationship or present ideas that are less tightly connected. For instance, the first choice about the family enjoying breakfast together is a subjective statement that doesn't link actions to results, and it feels more personal rather than broadly applicable. Similarly, the second choice does present a logical action, but it introduces a somewhat abrupt transition with the phrase "therefore" that could be more fluid. The third choice mentions two activities but does not effectively link them together, making it less compelling in its logical structure.

5. Why might a student want to retake the PERT?

- A. To fulfill graduation requirements
- B. To improve scores for better placement in college courses**
- C. To have a chance at scholarships
- D. To increase general test-taking experience

A student might want to retake the PERT primarily to improve scores for better placement in college courses. The PERT is designed to assess a student's readiness for postsecondary education and helps institutions place students in appropriate courses based on their skills in reading, writing, and mathematics. If a student feels that their initial scores do not accurately reflect their capabilities or if they have developed their skills in these areas since their last attempt, retaking the test offers an opportunity to potentially achieve higher scores. Higher scores can lead to placement in more advanced courses, which may provide a better educational experience and save time and money by allowing students to move quickly through their required coursework. While fulfilling graduation requirements, eligibility for scholarships, and gaining general test-taking experience are important considerations, the most direct impact on a student's academic journey comes from improved placement based on test scores.

6. Which of the following is the most concise way to state a policy?

- A. The company will ensure that every employee adheres to the guidelines set forth in the handbook.
- B. The company requires adherence to the guidelines set in the handbook.**
- C. It is necessary that all employees comply with the company guidelines outlined in the handbook.
- D. All employees must follow the guidelines provided in the handbook strictly.

Choosing the statement that requires adherence to the guidelines set in the handbook is most concise because it conveys the essential information directly and clearly without unnecessary words. This option uses straightforward language and eliminates superfluous phrases that could dilute the message. The phrase "The company requires adherence" succinctly captures the expectation of compliance, and using "guidelines set in the handbook" clearly indicates the source of those requirements. This construction effectively communicates the policy's intent while maintaining brevity. In contrast, the other choices include additional language that complicates the message. For instance, saying "will ensure" or "it is necessary that" introduces redundancy and wordiness that can obscure the directive. A concise policy statement should be direct and to the point to facilitate understanding and compliance by all employees.

7. Which mathematical concepts might require a calculator on the PERT?

- A. Algebraic equations and graphing functions.**
- B. Calculators are typically not allowed, focusing on mental math skills.**
- C. Geometry and measurement calculations only.**
- D. Complex statistics and probability.**

The correct answer highlights that calculators are typically not allowed on the PERT, emphasizing the importance of mental math skills. This approach aligns with the test's design, which assesses fundamental math skills that are essential for success in postsecondary education. By requiring test-takers to perform calculations without a calculator, the PERT aims to evaluate their understanding of basic math concepts and their ability to solve problems using reasoning and numerical manipulation without reliance on computational tools. Other choices suggest the use of calculators for various mathematical concepts, but this does not reflect the test's intention to focus on foundational skills. Algebraic equations and graphing functions, geometry and measurement, and complex statistics and probability can often involve calculations or tools, but the PERT specifically encourages proficiency through mental calculations. This allows educators to better gauge a student's readiness for advanced coursework.

8. In polynomial long division, what is the first step taken?

- A. Identify the leading term of the dividend**
- B. Multiply by the divisor**
- C. Add the remainder**
- D. Subtract the divisor from the dividend**

In polynomial long division, the first step involves identifying the leading term of the dividend. This is crucial because the leading term helps establish how many times the divisor can fit into the leading term of the dividend. By determining this, you can then divide the leading term of the dividend by the leading term of the divisor to find the first term of the quotient. This process sets the foundation for the rest of the long division, where you will subtract the product of the divisor and that first term of the quotient from the dividend and continue the division process. Choosing the first term effectively allows for the systematic reduction of the polynomial, helping to simplify the calculations that follow. It is an essential step that guides the subsequent operations in polynomial long division.

9. Why is understanding the context of a passage important for the PERT?

- A. It makes the reading less tedious**
- B. It helps correctly interpret meanings and answers**
- C. It increases the time spent on reading**
- D. It allows the use of personal opinions**

Understanding the context of a passage is crucial because it significantly aids in accurately interpreting meanings and answering questions related to the text. Context involves the circumstances, background, or environment in which the information exists or is presented. When readers grasp the context, they can better comprehend the author's intent, nuances, and the connections between different ideas presented in the passage. This comprehension is essential when determining the underlying meanings, making inferences, or drawing conclusions based on the passage. For example, when specific terms or phrases are used, their implications may vary greatly depending on the context they are situated in, allowing for more informed and precise responses to questions. This understanding ultimately enhances reading comprehension, an important skill assessed in the PERT.

10. What type of math problem would require the use of the distributive property?

- A. Simple addition problems**
- B. Problems involving multiplication of a sum, like $3(x + 2)$**
- C. Only division problems**
- D. Geometry problems**

The distributive property is utilized when you encounter a situation where you need to multiply a number by a sum or difference. This property states that $a(b + c)$ is equal to $ab + ac$. In the context of the example provided, you are multiplying 3 by the sum of x and 2. By applying the distributive property, you can break this expression down into 3 times x and 3 times 2, leading to the expanded form of $3x + 6$. This makes the distributive property essential for simplifying or solving expressions that involve multiplication of a sum, as it allows for clearer organization of the terms and can facilitate further calculations or manipulations. In contrast, simple addition problems do not involve this kind of multiplication or the need for distribution, and division problems do not apply either. While some geometry problems may use the distributive property, they are not exclusively associated with it like problems that involve the multiplication of sums are. Thus, the use of the distributive property is specifically and aptly captured in problems involving multiplication of a sum.