

CAASPP Math Practice Worksheet

20 Core Questions — Most Commonly Missed by Korean Students

Grades 6–8 | Concept Review + 3-Step Practice per Question

HOW TO USE THIS WORKSHEET

1. Read the CONCEPT REVIEW and EXAMPLE for each question before attempting.
2. Each question has 3 steps. Circle or write your answer for each step.
3. You need ALL 3 steps correct to earn full credit for that question.
4. Check your answers using the ANSWER KEY at the end of this worksheet.
5. Review any missed concepts and re-attempt wrong questions.

| Q# | Topic | Grade | Domain |
|----|----------------------------------------|-----------|--------------------------------|
| 1 | Ratios & Proportional Relationships | 6th Grade | Ratio & Proportional Reasoning |
| 2 | Expressions & Equations | 6th Grade | Algebra |
| 3 | Statistics: Mean, Median, Mode | 6th Grade | Statistics |
| 4 | Geometry: Area & Perimeter | 6th Grade | Geometry |
| 5 | Rational Numbers & Number Line | 6th Grade | The Number System |
| 6 | Percent Problems | 7th Grade | Ratio & Percent |
| 7 | Inequalities | 7th Grade | Algebra |
| 8 | Scale Drawings & Similar Figures | 7th Grade | Geometry |
| 9 | Probability | 7th Grade | Statistics & Probability |
| 10 | Linear Equations: Slope-Intercept Form | 8th Grade | Algebra |
| 11 | Functions | 8th Grade | Functions |
| 12 | Pythagorean Theorem | 8th Grade | Geometry |
| 13 | Scientific Notation | 8th Grade | The Number System |
| 14 | Systems of Equations | 8th Grade | Algebra |
| 15 | Laws of Exponents | 8th Grade | The Number System |
| 16 | Volume of 3D Figures | 8th Grade | Geometry |
| 17 | Transformations | 8th Grade | Geometry |

| | | | |
|----|-----------------------------------------|---------------|--------------------------|
| 18 | Data Interpretation: Box Plots | 6th/7th Grade | Statistics |
| 19 | Multi-Step Word Problems with Fractions | 7th Grade | Ratio & Operations |
| 20 | Scatter Plots & Correlation | 8th Grade | Statistics & Probability |

Concept Review

A ratio compares two quantities. A unit rate tells you how much per 1 unit.

- To find unit rate: divide the first quantity by the second.
- Proportions: $a/b = c/d$ means $ad = bc$ (cross multiply).
- Example: 150 miles in 3 hours = 50 mph (unit rate)

Example: A car travels 240 miles using 8 gallons. Miles per gallon = $240 / 8 = 30$ mpg.

Problem: Maria earns \$52.50 for working 6 hours. At the same rate, how much will she earn for 10 hours?

Step 1: Step 1 - What is Maria's hourly rate?

- A) \$7.50/hr ___
- B) \$8.75/hr ___
- C) \$9.00/hr ___
- D) \$6.50/hr ___

Step 2: Step 2 - Which proportion is correct?

- A) $52.50/6 = x/10$ ___
- B) $6/52.50 = x/10$ ___
- C) $52.50/10 = x/6$ ___
- D) $x/52.50 = 6/10$ ___

Step 3: Step 3 - How much does Maria earn for 10 hours?

- A) \$82.50 ___
- B) \$87.50 ___
- C) \$90.00 ___
- D) \$85.00 ___

Concept Review

An algebraic expression uses variables (letters) for unknown values.

- Evaluate: substitute the value and compute.
- Order of operations: PEMDAS (Parentheses, Exponents, Mult/Div, Add/Sub).
- Example: $4x + 7$ when $x=5$: $4(5)+7 = 27$

Example: The expression $3n + 8$ represents points. If $n = 11$ correct answers: $3(11)+8 = 41$ points.

Problem: The expression $3n + 8$ represents total points, where $n =$ correct answers. If total = 41, find n .

Step 1: Step 1 - Set up the equation.

- A) $3n + 8 = 41$ ___
- B) $8n + 3 = 41$ ___
- C) $3n - 8 = 41$ ___
- D) $n + 8 = 41$ ___

Step 2: Step 2 - Subtract 8 from both sides.

- A) $3n = 49$ ___
- B) $3n = 33$ ___
- C) $3n = 39$ ___
- D) $n = 33$ ___

Step 3: Step 3 - How many correct answers?

- A) 9 ___
- B) 13 ___
- C) 11 ___
- D) 8 ___

Concept Review

Mean = sum of all values / number of values

Median = middle value when sorted in order

Mode = value that appears most often

Range = max - min | When outliers exist, median is better than mean.

Example: Data: {3, 7, 7, 9, 14} => Mean=(3+7+7+9+14)/5=8, Median=7, Mode=7

Problem: Test scores: 72, 85, 90, 85, 68, 92, 85. Find mode, median, and mean.

Step 1: Step 1 - What is the MODE?

- A) 85 ____
- B) 90 ____
- C) 72 ____
- D) 82 ____

Step 2: Step 2 - What is the MEDIAN? (sort first!)

- A) 85 ____
- B) 82 ____
- C) 90 ____
- D) 72 ____

Step 3: Step 3 - What is the MEAN? (round to nearest whole number)

- A) 82 ____
- B) 85 ____
- C) 84 ____
- D) 83 ____

Concept Review

Rectangle: $A = l \times w$

Triangle: $A = (1/2) \times b \times h$

Parallelogram: $A = b \times h$

Trapezoid: $A = (1/2)(b_1 + b_2) \times h$

Area is in square units (cm^2 , ft^2)

Example: Triangle with base 8 cm and height 5 cm: $A = (1/2)(8)(5) = 20 \text{ cm}^2$

Problem: A trapezoid has bases of 6 ft and 10 ft, and a height of 4 ft. Find its area.

Step 1: Step 1 - Which formula gives the area of a trapezoid?

- A) $A = b \times h$ ____
- B) $A = (1/2)(b_1+b_2) \times h$ ____
- C) $A = (1/2) \times b \times h$ ____
- D) $A = \pi \times r^2$ ____

Step 2: Step 2 - Add the two bases.

- A) 16 ft ____
- B) 60 ft ____
- C) 4 ft ____
- D) 8 ft ____

Step 3: Step 3 - What is the area of the trapezoid?

- A) 32 ft^2 ____
- B) 64 ft^2 ____
- C) 24 ft^2 ____
- D) 40 ft^2 ____

Concept Review

Negative numbers are to the LEFT of zero on the number line.

Absolute value $|x|$ = distance from zero (always positive!)

Comparing: $-3 < -1$ because -3 is further left.

Real life: temperature below zero, debt (money owed).

Example: $|-7| = 7$, $|+4| = 4$. Is -5 or -2 greater? Answer: $-2 > -5$

Problem: Temperature at midnight: -8 degrees F. Temperature at noon: +15 degrees F.

Step 1: Step 1 - What is the absolute value of the midnight temperature?

- A) 8 ___
- B) -8 ___
- C) -15 ___
- D) 15 ___

Step 2: Step 2 - Which is greater: -8 or +15?

- A) -8 ___
- B) +15 ___
- C) They are equal ___
- D) Cannot tell ___

Step 3: Step 3 - What is the total temperature change from midnight to noon?

- A) 7 F ___
- B) 23 F ___
- C) -7 F ___
- D) 13 F ___

Concept Review

Percent of a number: $P\% \times \text{whole} = \text{part}$

Percent change = $(\text{change} / \text{original}) \times 100$

Discount: subtract percent from original price

Tax: add percent to original price

Convert percent to decimal: divide by 100 (e.g., $25\% = 0.25$)

Example: \$80 jacket, 15% off: Discount = $0.15 \times 80 = \$12$. Sale price = \$68

Problem: Shoes cost \$120, on sale 25% off, plus 8% sales tax on the sale price.

Step 1: Step 1 - What is the discount amount?

- A) \$25 ____
- B) \$30 ____
- C) \$20 ____
- D) \$35 ____

Step 2: Step 2 - What is the sale price after discount?

- A) \$100 ____
- B) \$85 ____
- C) \$90 ____
- D) \$95 ____

Step 3: Step 3 - What is the final price after 8% tax?

- A) \$97.20 ____
- B) \$98.10 ____
- C) \$99.00 ____
- D) \$96.40 ____

Concept Review

Solve like an equation, BUT: when multiplying or dividing by a negative number, FLIP the inequality sign!

< and > = open circle on number line graph

<= and >= = closed circle on number line graph

Example: $-2x > 6 \Rightarrow x < -3$ (sign flipped!)

Example: Solve $3x - 5 > 10$: $3x > 15 \Rightarrow x > 5$ (open circle at 5, arrow right)

Problem: Solve and graph the inequality: $-4x + 3 \leq 19$

Step 1: Step 1 - Subtract 3 from both sides.

- A) $-4x \leq 22$ ____
- B) $-4x \leq 16$ ____
- C) $-4x \leq -16$ ____
- D) $-4x \leq -22$ ____

Step 2: Step 2 - Divide both sides by -4. What happens to the inequality sign?

- A) $x \leq -4$ (sign stays) ____
- B) $x \geq -4$ (sign flips!) ____
- C) $x \leq 4$ (sign stays) ____
- D) $x \geq 4$ (sign flips!) ____

Step 3: Step 3 - How is $x \geq -4$ shown on a number line?

- A) Open circle at -4, arrow left ____
- B) Closed circle at -4, arrow right ____
- C) Open circle at -4, arrow right ____
- D) Closed circle at -4, arrow left ____

Concept Review

Scale factor: ratio of corresponding side lengths

If scale is 1 cm : 5 m, then 1 cm on map = 5 m in real life

Similar figures: same shape, all angles equal, sides proportional

Set up proportion: small/big = small/big

Example: Map scale: 1 in = 20 miles. Map distance: 3.5 in. Real = $3.5 \times 20 = 70$ miles

Problem: Scale drawing: 1 cm : 8 m. A room is 4.5 cm long and 3 cm wide in the drawing.

Step 1: Step 1 - What is the actual length of the room?

- A) 30 m ____
- B) 36 m ____
- C) 32 m ____
- D) 40 m ____

Step 2: Step 2 - What is the actual width of the room?

- A) 11 m ____
- B) 24 m ____
- C) 18 m ____
- D) 20 m ____

Step 3: Step 3 - What is the actual area of the room?

- A) 864 m^2 ____
- B) 432 m^2 ____
- C) 648 m^2 ____
- D) 720 m^2 ____

Concept Review

Theoretical probability: $P(\text{event}) = \text{favorable outcomes} / \text{total outcomes}$

Experimental probability = $\text{times event occurred} / \text{total trials}$

Probability is between 0 (impossible) and 1 (certain).

Complement: $P(\text{not } A) = 1 - P(A)$

Example: Rolling a die: $P(\text{rolling a } 3) = 1/6$. $P(\text{NOT } 3) = 1 - 1/6 = 5/6$

Problem: Bag contains 4 red, 6 blue, and 2 green marbles. Pick one marble randomly.

Step 1: Step 1 - What is the total number of marbles?

- A) 10 ___
- B) 12 ___
- C) 8 ___
- D) 14 ___

Step 2: Step 2 - What is P(picking a blue marble)?

- A) $1/2$ ___
- B) $6/10$ ___
- C) $1/6$ ___
- D) $1/3$ ___

Step 3: Step 3 - What is P(NOT picking red)?

- A) $1/3$ ___
- B) $2/3$ ___
- C) $1/4$ ___
- D) $3/4$ ___

**Question
10**

Linear Equations: Slope-Intercept Form 8th Grade | Algebra

Concept Review

Slope-intercept form: $y = mx + b$

$m = \text{slope} = \text{rise/run} = (y_2 - y_1)/(x_2 - x_1)$

$b = \text{y-intercept}$ (where line crosses y-axis)

Positive slope: line goes up. Negative slope: goes down.

Example: Line through (0,3) and (2,7): slope = $(7-3)/(2-0) = 2$. Equation: $y = 2x + 3$

Problem: A line passes through the points (1, 5) and (3, 11). Find its equation.

Step 1: Step 1 - What is the slope of the line?

- A) 2 ____
 - B) 3 ____
 - C) 4 ____
 - D) 6 ____
-
-
-

Step 2: Step 2 - Use slope and point (1,5) to find the y-intercept (b).

- A) $b = 1$ ____
 - B) $b = 2$ ____
 - C) $b = 4$ ____
 - D) $b = 8$ ____
-
-
-

Step 3: Step 3 - What is the equation of the line?

- A) $y = 2x + 3$ ____
 - B) $y = 3x + 2$ ____
 - C) $y = 3x + 5$ ____
 - D) $y = 5x + 3$ ____
-
-
-

**Question
11**

Functions

8th Grade | Functions

Concept Review

A function assigns exactly ONE output for each input.

Vertical Line Test: if any vertical line crosses graph more than once => NOT a function.

Domain = set of all inputs (x-values)

Range = set of all outputs (y-values)

Function notation: $f(x)$ means 'the value of the function at x '

Example: $f(x) = 2x - 1$. Find $f(4)$: $f(4) = 2(4) - 1 = 7$

Problem: Given the function $f(x) = -3x + 10$, answer the following.

Step 1: Step 1 - Find $f(2)$.

- A) 16 ____
- B) 4 ____
- C) -4 ____
- D) 7 ____

Step 2: Step 2 - Find x when $f(x) = 1$.

- A) $x = 2$ ____
- B) $x = 3$ ____
- C) $x = 4$ ____
- D) $x = -3$ ____

Step 3: Step 3 - What is the slope of this function?

- A) 10 ____
- B) -3 ____
- C) 3 ____
- D) -10 ____

**Question
12**

Pythagorean Theorem

8th Grade | Geometry

Concept Review

In a right triangle: $a^2 + b^2 = c^2$

c = hypotenuse (longest side, opposite the right angle)

a, b = legs

To find hypotenuse: $c = \sqrt{a^2 + b^2}$

Common triples: (3,4,5), (5,12,13), (8,15,17)

Example: Legs = 6 and 8: $c = \sqrt{36+64} = \sqrt{100} = 10$

Problem: A ladder leans against a wall. Base is 5 ft from wall, reaches 12 ft up. How long is the ladder?

Step 1: Step 1 - Which sides are the legs and which is the hypotenuse?

- A) 5 and 12 are legs; ladder is hypotenuse ____
- B) 12 and ladder are legs; 5 is hypotenuse ____
- C) 5 and ladder are legs; 12 is hypotenuse ____
- D) All three are legs ____

Step 2: Step 2 - Set up the equation.

- A) $5 + 12 = c$ ____
- B) $5^2 + 12^2 = c^2$ ____
- C) $12^2 - 5^2 = c^2$ ____
- D) $5 \times 12 = c^2$ ____

Step 3: Step 3 - How long is the ladder?

- A) 15 ft ____
- B) 13 ft ____
- C) 17 ft ____
- D) 11 ft ____

**Question
13**

Scientific Notation

8th Grade | The Number System

Concept Review

Form: $a \times 10^n$ where $1 \leq |a| < 10$

Large numbers: positive exponent (move decimal right)

Small numbers: negative exponent (move decimal left)

Multiply: multiply coefficients, ADD exponents

Divide: divide coefficients, SUBTRACT exponents

Example: $6,500,000 = 6.5 \times 10^6$. $0.00034 = 3.4 \times 10^{-4}$

Problem: Cell diameter: 0.000025 m. Earth diameter: 12,700,000 m. Express in scientific notation and compare.

Step 1: Step 1 - Write 0.000025 in scientific notation.

- A) 2.5×10^{-5} ____
 - B) 25×10^{-6} ____
 - C) 2.5×10^5 ____
 - D) 0.25×10^{-4} ____
-
-

Step 2: Step 2 - Write 12,700,000 in scientific notation.

- A) 127×10^5 ____
 - B) 1.27×10^7 ____
 - C) 12.7×10^6 ____
 - D) 1.27×10^6 ____
-
-

Step 3: Step 3 - How many times larger is Earth's diameter than the cell?

- A) 5.08×10^{11} ____
 - B) 5.08×10^{12} ____
 - C) 5.08×10^{13} ____
 - D) 5.08×10^{10} ____
-
-
-

**Question
14**

Systems of Equations

8th Grade | Algebra

Concept Review

Two equations, two unknowns. Methods:

Substitution: solve one for a variable, substitute into the other

Elimination: add/subtract equations to cancel a variable

Always CHECK your answer by plugging back into BOTH equations!

Example: $y=2x+1$ and $y=-x+7$: Set equal: $2x+1=-x+7 \Rightarrow 3x=6 \Rightarrow x=2, y=5$

Problem: Solve the system: $2x + y = 10$ and $x - y = 2$

Step 1: Step 1 - Add the two equations together. What do you get?

- A) $3x = 12$ ____
 - B) $3x = 8$ ____
 - C) $x = 8$ ____
 - D) $3y = 12$ ____
-
-
-

Step 2: Step 2 - Find x.

- A) $x = 2$ ____
 - B) $x = 3$ ____
 - C) $x = 4$ ____
 - D) $x = 6$ ____
-
-
-

Step 3: Step 3 - Find y using either original equation.

- A) $y = 4$ ____
 - B) $y = 2$ ____
 - C) $y = 6$ ____
 - D) $y = -2$ ____
-
-
-

**Question
15**

Laws of Exponents

8th Grade | The Number System

Concept Review

Product rule: $a^m \times a^n = a^{(m+n)}$

Quotient rule: $a^m / a^n = a^{(m-n)}$

Power rule: $(a^m)^n = a^{(mn)}$

Zero exponent: $a^0 = 1$ (if $a \neq 0$)

Negative exponent: $a^{-n} = 1/a^n$

Example: Simplify $x^5 \cdot x^2 / x^3 = x^7 / x^3 = x^4$

Problem: Apply the laws of exponents to simplify each expression.

Step 1: Step 1 - Simplify: $3^4 \times 3^{-2}$

- A) 9^2 ___
- B) $3^2 = 9$ ___
- C) 3^8 ___
- D) 3^{-8} ___

Step 2: Step 2 - Simplify: $(2^3)^2$

- A) 2^5 ___
- B) $2^6 = 64$ ___
- C) 2^9 ___
- D) 4^5 ___

Step 3: Step 3 - Simplify: $5^7 / 5^4$

- A) 5^{11} ___
- B) 1^3 ___
- C) $5^3 = 125$ ___
- D) 5^{28} ___

**Question
16**

Volume of 3D Figures

8th Grade | Geometry

Concept Review

Cylinder: $V = \pi \cdot r^2 \cdot h$

Cone: $V = \frac{1}{3} \cdot \pi \cdot r^2 \cdot h$

Sphere: $V = \frac{4}{3} \cdot \pi \cdot r^3$

Rectangular prism: $V = l \cdot w \cdot h$

Cone = $\frac{1}{3}$ of cylinder with same base and height

Example: Cylinder $r=4$, $h=10$: $V = \pi(16)(10) = 160\pi \approx 502.7 \text{ cm}^3$

Problem: Ice cream cone: radius 3 cm, height 9 cm. Sphere scoop: same radius. Use $\pi \approx 3.14$.

Step 1: Step 1 - What is the volume of the cone?

- A) 84.78 cm^3 ____
- B) 254.34 cm^3 ____
- C) 169.56 cm^3 ____
- D) 94.20 cm^3 ____

Step 2: Step 2 - What is the volume of the spherical scoop?

- A) 84.78 cm^3 ____
- B) 113.04 cm^3 ____
- C) 339.12 cm^3 ____
- D) 150.72 cm^3 ____

Step 3: Step 3 - What is the TOTAL volume (cone + scoop)?

- A) 197.82 cm^3 ____
- B) 155.62 cm^3 ____
- C) 210.54 cm^3 ____
- D) 185.44 cm^3 ____

**Question
17**

Transformations

8th Grade | Geometry

Concept Review

Translation: slide — add to coordinates: $(x+a, y+b)$

Reflection over x-axis: $(x, y) \rightarrow (x, -y)$

Reflection over y-axis: $(x, y) \rightarrow (-x, y)$

Rotation: turn around a point

Dilation: resize (NOT rigid — changes size)

Rigid transformations preserve size and shape.

Example: Reflect $(3, -5)$ over x-axis: $(3, -5) \rightarrow (3, 5)$

Problem: Point P = $(4, -2)$ undergoes two transformations.

Step 1: Step 1 - Reflect P over the y-axis. New coordinates?

- A) $(4, 2)$ ___
- B) $(-4, -2)$ ___
- C) $(2, -4)$ ___
- D) $(-4, 2)$ ___

Step 2: Step 2 - Translate the reflected point by $(+3, +5)$.

- A) $(-1, 3)$ ___
- B) $(7, 3)$ ___
- C) $(-7, -7)$ ___
- D) $(1, 3)$ ___

Step 3: Step 3 - Which transformation does NOT preserve size?

- A) Translation ___
- B) Reflection ___
- C) Rotation ___
- D) Dilation ___

**Question
18**

Data Interpretation: Box Plots

6th/7th Grade | Statistics

Concept Review

Five-number summary: Minimum, Q1, Median (Q2), Q3, Maximum

IQR (Interquartile Range) = $Q3 - Q1$ (middle 50% of data)

Box plot: box covers Q1 to Q3, line at median, whiskers extend to min/max

Outlier: a point far from the main data cluster

Example: Data: {2,5,7,10,12,15,20} => Min=2, Q1=5, Median=10, Q3=15, Max=20, IQR=10

Problem: Quiz five-number summary: Min=52, Q1=68, Median=75, Q3=84, Max=98.

Step 1: Step 1 - What is the IQR (Interquartile Range)?

- A) 46 ____
 - B) 16 ____
 - C) 23 ____
 - D) 30 ____
-
-
-

Step 2: Step 2 - What percent of students scored between 68 and 84?

- A) 25% ____
 - B) 75% ____
 - C) 50% ____
 - D) 100% ____
-
-
-

Step 3: Step 3 - What is the range of ALL scores?

- A) 30 ____
 - B) 46 ____
 - C) 50 ____
 - D) 16 ____
-
-
-

Concept Review

Step 1: Read carefully — underline key information

Step 2: Identify what is being asked

Step 3: Choose the correct operations

Step 4: Solve step-by-step

Step 5: Check if your answer makes sense!

Example: 3 friends split \$27 and each add \$2 tip: Each pays = $27/3 + 2 = \$11$

Problem: Recipe needs $3/4$ cup sugar per batch. Julia wants 3 and $1/2$ batches. She has 1 and $1/4$ cups already.

Step 1: Step 1 - Convert 3 and $1/2$ to an improper fraction.

- A) $7/2$ ____
- B) $6/2$ ____
- C) $7/3$ ____
- D) $5/2$ ____

Step 2: Step 2 - How much total sugar does the recipe need?

- A) $21/8$ cups ____
- B) $21/8 = 2$ and $5/8$ cups ____
- C) $7/4$ cups ____
- D) 3 cups ____

Step 3: Step 3 - How much MORE sugar does Julia need?

- A) $5/8$ cup ____
- B) 1 and $3/8$ cups ____
- C) $3/8$ cup ____
- D) 2 cups ____

**Question
20**

Scatter Plots & Correlation

8th Grade | Statistics & Probability

Concept Review

Positive correlation: both variables increase together

Negative correlation: one increases, other decreases

No correlation: no pattern visible

Line of best fit: shows the general trend of data

Use the line to predict values (interpolate/extrapolate)

Example: Hours studied vs. test score => positive correlation
Temperature vs. hot chocolate sales => negative correlation

Problem: Scatter plot: hours of TV/day (x) vs. GPA (y). Line of best fit: $y = -0.2x + 4.0$

Step 1: Step 1 - What type of correlation does this show?

- A) Positive correlation ____
 - B) Negative correlation ____
 - C) No correlation ____
 - D) Perfect correlation ____
-
-
-

Step 2: Step 2 - Predict the GPA of a student who watches 5 hours of TV per day.

- A) 3.5 ____
 - B) 3.0 ____
 - C) 2.5 ____
 - D) 2.0 ____
-
-
-

Step 3: Step 3 - A student has a GPA of 3.6. How many hours of TV does the model predict?

- A) 1 hour ____
 - B) 2 hours ____
 - C) 3 hours ____
 - D) 4 hours ____
-
-
-

Answer Key

| Q# | Step 1 | Step 2 | Step 3 |
|----|--------|--------|--------|
| 1 | B | A | B |
| 2 | A | B | C |
| 3 | A | A | A |
| 4 | B | A | A |
| 5 | A | B | B |
| 6 | B | C | A |
| 7 | B | B | B |
| 8 | B | B | A |
| 9 | B | A | B |
| 10 | B | B | B |
| 11 | B | B | B |
| 12 | A | B | B |
| 13 | A | B | A |
| 14 | A | C | B |
| 15 | B | B | C |
| 16 | A | B | A |
| 17 | B | A | D |
| 18 | B | C | B |
| 19 | A | B | B |
| 20 | B | B | B |

Score: ____ / 20 questions | Time taken: _____