

Practice Test G: Answer Key and Rubric

Tutor copy. Every answer was checked by symbolic computation (SymPy). All problems are original; see the notes file for provenance. Prepared with assistance from Claude, an AI model made by Anthropic.

General grading rules

- **Answer-only items** (Part I, Part II, Q13, Q16): all or nothing.
- **Infinite limits.** The instruction box tells students to write ∞ or $-\infty$. “DNE” for a limit whose answer is ∞ or $-\infty$ earns 1 point of the item’s value. A wrong sign earns 0. Where one side is ∞ and the other $-\infty$, the answer is DNE and “ ∞ ” earns 0.
- **Function-value items** (Q1 value parts, Q2(c), Q7(e), Q8, Q13): writing the *limit* where the function value was asked earns 0. “Undefined,” “not defined,” or “does not exist” are all accepted for an undefined value.
- **Show-work items** (Parts III–V): a bare correct answer earns at most half credit.
- **Method is not graded for efficiency.** A correct answer reached by long but valid algebra gets full credit. The time it costs is the penalty.

Test G

Item	Answer	Rubric / trap
1(a)	$-\infty$	$\lim_{x \rightarrow 2} f(x)$. Both sides go the same way. <i>Trap</i> : reflexive “DNE” (1 pt).
1(b)	$-\infty$	$\lim_{x \rightarrow 2^+} f(x)$.
1(c)	-2	$f(-4)$. <i>Trap</i> : function value; read the closed dot (or its absence), not the curve.
1(d)	undefined	$f(2)$. <i>Trap</i> : function value; read the closed dot (or its absence), not the curve.
1(e)	3	$\lim_{x \rightarrow 0^+} f(x)$.
1(f)	DNE	$\lim_{x \rightarrow 0} f(x)$. One-sided limits differ.
1(g)	5	$\lim_{x \rightarrow -4} f(x)$.
2(a)	∞	<i>Trap</i> : “ $-$ ” means from the left: the left half of the table.
2(b)	DNE	
2(c)	-1	Function value read directly from the middle column.
3	-4	Direct substitution; 2 setup, 3 value. <i>Trap</i> : the shared factor $(x + 1)$ pulls students into factoring, which also works but costs time.
4	0	Direct substitution. “0/0,” “undefined,” “DNE”: 0 pts. Rationalizing is valid but slow.
5	-6	1 pt notes 0/0; 3 pts synthetic division by 2 on 1, 0, 0, -8 giving $x^2 + 2x + 4$, and denominator $(x - 2)(x - 4)$; 2 pts value. <i>Trap</i> : zero placeholder(s).
6	(a) ∞ (b) $-\infty$ (c) DNE	3 each; sign reasoning required for full credit.
7	(a) 1 (b) 1 (c) 4 (d) DNE (e) 1	2 each. <i>Trap in (a)</i> : $x = 3$ uses the second piece; the first piece gives 10. <i>Trap in (e)</i> : function value.
8	undefined	$\frac{0}{0}$. <i>Trap</i> : simplifying gives the limit $\frac{1}{6}$; that answer earns 0.
9	Continuous	(1) $f(-2) = 3$; (2) $\lim_{x \rightarrow -2} f(x) = 3$; (3) equal. 2 pts per condition.

Item	Answer	Rubric / trap
10	Continuous	(1) $h(0) = -2$; (2) left -2 , right -2 ; (3) equal. 2 pts per condition.
11	No	At the endpoint $x = 0$ the definition needs continuity from the left: $\lim_{x \rightarrow 0^-} f(x) = 1$ and $f(0) = 3$, which differ. The curve is unbroken inside the interval; the failure is at the endpoint. 2 answer, 2 reason.
12	(a) No (b) Yes	Denominator zero at $\frac{3}{2}$, 5. Each part: 1 answer, 2 reason. <i>Trap</i> : the numerator zero $x = -1$ is irrelevant; watch closed versus open brackets.
13	-1	<i>Trap</i> : IVT heading; only a value is asked. Watch signs of negative inputs.
14	No	$f(-1) = 1$ and $f(2) = 4$; 0 is not between them, so the IVT does not apply. (The equation $f(x) = 0$ has solution(s) 0, but the question asks what the theorem guarantees.) 3 answer, 3 reason.
15	Yes; $c = 3$	r is continuous on $[2, 5]$, $r(2) = -3$, $r(5) = 6$, and -2 is between. The graph passes through $(3, -2)$. 2 answer, 2 reason.
16(a)	F	False. The IVT gives <i>at least</i> one; a continuous zigzag can cross 0 three times. <i>Trap</i> : the word “exactly.”
16(b)	F	False. The IVT guarantees values between the endpoint values but rules nothing out; a continuous hump can rise above the target and come back. <i>Trap</i> : reading the IVT as describing all values of f .

Points: $14 + 6 + 5 + 5 + 6 + 9 + 10 + 3 + 6 + 6 + 4 + 6 + 2 + 6 + 4 + 8 = 100$.

Interval notation in IVT items. Q15 and Q16(a) use a closed interval $[a, b]$ for c ; Q14 and Q16(b) use the open interval (a, b) . The mix is deliberate. In every item the target value differs from both endpoint values, so no endpoint can be a solution and the choice of bracket never changes an answer.