

Algebra I End-of-Course Exam

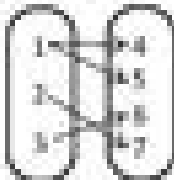
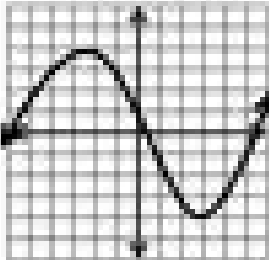
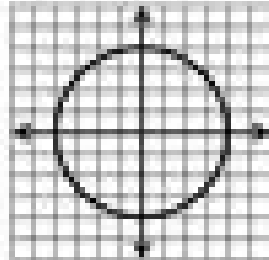
Study Guide

Rational vs. Irrational		Domain (x) Range (y)	
6	-37	$\frac{1}{4}$	$\pi = 3.14159265...$
0.875	0.3		$\sqrt{2} = 1.41421356237...$

Properties			
Commutative Property	$a + b = b + a$	$ab = ba$	
Associative Property	$(a + b) + c = a + (b + c)$	$(ab)c = a(bc)$	
Distributive Property	$a(b + c) = ab + ac$	$a(b - c) = ab - ac$	
Identity Property	$a + 0 = a$	$a \cdot 1 = a$	
Addition Property of Equality	As long as you add (subtract, multiply or divide) the same thing to both sides of the equation, the equation is still balanced.		
Subtraction Property of Equality			
Multiplication Property of Equality			
Division Property of Equality			

$\sqrt{16} = 4$ because $4 \cdot 4 = 16$		$\sqrt{25} = 5$ because $5 \cdot 5 = 25$	
--	--	--	--

Exponents		Fractional Exponents	
$a^2 \cdot a^3 = a^5$	$(ab)^2 = a^2b^2$	$b^{2/3} = \sqrt[3]{b^2}$	
$(a^2)^3 = a^6$	$a^2 = a$	Example:	
$\frac{a^2}{a^2} = a^0$	$a^0 = 1$	$9^{2/3} = (\sqrt[3]{9})^2 = 2^2$	
$\frac{a^2}{a^3} = \frac{1}{a}$	$a^2 = \frac{1}{a^{-2}}$		

Function																									
*Each x can only be paired with one y. *Must pass the Vertical Line Test																									
yes	no																								
(E1, T6), (C2, R6), (A, T5), (H, 14E)	(E1, T6), (C1, R6), (A, T5), (H, 14E)																								
<table border="1"><tr><td>x</td><td>5</td><td>6</td><td>8</td><td>9</td><td>13</td></tr><tr><td>y</td><td>-2</td><td>7</td><td>8</td><td>1</td><td>7</td></tr></table>	x	5	6	8	9	13	y	-2	7	8	1	7	<table border="1"><tr><td>x</td><td>2</td><td>3</td><td>5</td><td>8</td><td>9</td></tr><tr><td>y</td><td>-5</td><td>2</td><td>3</td><td>3</td><td>7</td></tr></table>	x	2	3	5	8	9	y	-5	2	3	3	7
x	5	6	8	9	13																				
y	-2	7	8	1	7																				
x	2	3	5	8	9																				
y	-5	2	3	3	7																				
																									
																									

Sequences	
Arithmetic Sequence 5, 10, 15, 20, 25, ...	Geometric Sequence 1, 4, 12, 24, 48, ...
$a_n = a_1 + (n - 1)d$	$a_n = a_1 \cdot r^{(n - 1)}$
first term common difference	first term common ratio
*n = term you are trying to find (ex. 100th term)	

*n = term you are trying to find (ex: 100th term)

Algebra End Of Course Measuring Up

Tao Wei



Algebra End Of Course Measuring Up:

Measuring Up Daniel M Koretz, 2009-06-30 *Measuring Up* demystifies educational testing from MCAS to SAT to WAIS Bringing statistical terms down to earth Koretz takes readers through the most fundamental issues that arise in educational testing and shows how they apply to some of the most controversial issues in education today from high stakes testing to special education

Measuring Up Arie L. Nettles, Michael T. Nettles, 2012-12-06 *Measuring Up* revisits vital issues of equity and assessment through the research efforts and insights of many of the nation's most prominent educators and assessment experts As its most urgent purpose the publication aims to sensitize readers to the unfairness and inappropriate uses of testing instruments which under optimal circumstances have the potential to benefit all students With America fervently espousing both national and state testing the differential performance by race and social class raises the specter of tests as barriers to life milestones such as promotion graduation and college admissions In response to such punitive testing the papers included here explore a host of models and practices that are currently being piloted both in America and abroad as educators grapple with the effects the assessment is having on minority and disadvantaged students and school systems In the process outcomes of innovative portfolio and authentic assessments are weighed against important standards and principles of validity and consequences As the various authors probe the gap between African American and White test scores they raise important questions of resources family background and educational opportunity Beyond their value of their recommendations to educators their papers help to identify causes of pupil deficiencies in ways that can be addressed by policymakers To reinforce the emphasis on equity several authors present a definitive defense of affirmative action as a critical counter measure to the lack of fairness in school quality family and social supports and educational resources

Meeting the Challenges to Measurement in an Era of Accountability Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4-8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these

books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Resources in Education, 2001 Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2018: Related agencies FY 2018 budget justifications United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2017

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2017 United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2016

A First Course in Ergodic Theory Karma Dajani, Charlene Kalle, 2021-07-04 A First Course in Ergodic Theory provides readers with an introductory course in Ergodic Theory This textbook has been developed from the authors own notes on the subject which they have been teaching since the 1990s Over the years they have added topics theorems examples and explanations from various sources The result is a book that is easy to teach from and easy to learn from designed to require only minimal prerequisites Features Suitable for readers with only a basic knowledge of measure theory some topology and a very basic knowledge of functional analysis Perfect as the primary textbook for a course in Ergodic Theory Examples are described and are studied in detail when new properties are presented

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2015: Department of Education FY 2015 budget justifications United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2014

Diploma Matters Linda Murray, 2011-06-20 DIPLOMA MATTERS In our current education system too many high school students wind up with too few choices Students are locked into what is decided for them by a broken system Too often they are handed a diploma that holds an empty promise This practical field book is filled with effective tools from The Education Trust West Diploma Matters helps school leaders and teachers examine the current high school experience and develop a detailed action plan that will transform curriculum and ensure that all students are ready for college and the workplace This is a book for practitioners who have seen it all Linda Murray captures in a straight forward way the nuts and bolts of how to do the work of reform Linda who was an extraordinary superintendent proves to be a captivating storyteller PETER J NEGRONI senior vice president College Board This is a story worth reading including the specific implications for schools and districts nationwide MICHAEL W KIRST emeritus professor of Education and Business Administration Stanford University president California State Board of Education author Political Dynamics Of American Education This book is a definitive how to for effective meaningful and lasting school reform KATHY BURKHARD former president San Jose Teachers Association

Trapped in Mediocrity Katherine Baird, 2012-08-09 Katherine Baird an economist clearly spells out how our educational system is trapped in mediocrity She points the direction to where we need

to go to get out of the trap and carefully examines each factor that has lead to the current state in education

Decoding **Algebra End Of Course Measuring Up**: Revealing the Captivating Potential of Verbal Expression

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