

## Evaluation - Systems of Equations **100%**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Multiple choice questions

**100%** 1. Select all the following descriptions that apply to the given system of equations.

$$\begin{cases} x + 2y = 3 \\ 3x + 4y = 7 \end{cases}$$

☐ A.  $x + 2y = 3$

☐ C.  $x + 2y = 3$

☐ B.  $x + 2y = 3$

☐ D.  $x + 2y = 3$

**100%** 2. Select all the following ordered triples that are solutions to the given system of equations.

$$\begin{cases} 3x + 2y + z = 5 \\ x + 2y + z = 10 \\ -x + 2y + 3z = -4 \end{cases}$$

☐ A.  $(0, 4, 0)$

☐ C.  $(0, 4, 0)$

☐ B.  $(0, -2, 2)$

☐ D.  $(0, 4, 0)$

**100%** 3. The equations of two lines are given. What would be their point of intersection?

$$\begin{cases} x + 2y = 3 \\ x^2 + 4x + 3 = 0 \end{cases}$$

☐ A.  $(0, 0)$

☐ C.  $(-1, 0)$

☐ B.  $(0, 0)$

☐ D.  $(0, 0)$

**100%** 4. Select all the following that describe the given system and its solution.

$$\begin{cases} y = 3x + 12 \\ x + 0.5y = 0 \end{cases}$$

☐ A. inconsistent (no solution)

☐ C. inconsistent (infinitely many solutions)

☐ B. Consistent (no solution)

☐ D. Consistent (infinitely many solutions)

**100%** 5. Suppose two different lines intersect at 275 degrees. Suppose that the average of the two measures that describe the intersection of the lines is 275 degrees. What is the measure of the angle that describes the intersection?

☐ A.  $x + 2y = 3$

☐ C.  $x + 2y = 3$

☐ B.  $x + 2y = 3$

☐ D.  $x + 2y = 3$

# Algebra 2 Hs Mathematics Unit Lesson Evaluation

**Liyong Dong**



## **Algebra 2 Hs Mathematics Unit Lesson Evaluation:**

Mathematics Unit Planning in a PLC at Work® , High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mozingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning *Resources in Education* ,1998 Differentiating Assessment in Middle and High School Mathematics and Science Sheryn Spencer-Waterman, 2013-09-05 This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High Schools With numerous examples and strategies it is an all inclusive manual on assessing student readiness interests learning and thinking styles It includes examples of Pre Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics **Everyday Mathematics** ,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific **Research in Education** ,1973 *Analysis of Research in the Teaching of Mathematics* ,1960 **Sociology and Social Research** ,1987-10 *Curricular Program Implementation in the Context of Randomized Field Trials* Gloria Isabel Miller, 2011 Abstract curricular program implementation in the context of randomized field trials Gloria Isabel Miller This study examined three cases of commercially available curricular program implementations to determine if a unified approach to measuring the level of implementation was possible proof of concept

Further the study investigated whether the level of curriculum and implementation plan specificity made a difference to the strength of implementation achieved in classrooms and described the implementation evolution in different contexts The study sample consists of a total of 163 teachers in eight school districts across the United States In each case teachers were randomly assigned to using the curricular innovation or their currently used materials and processes The three cases HS Math NewScience and MathIntervention were purposely chosen to represent three different points of curricular and implementation specificity and two different subject areas math and science Each case features a commercially available program that also had opportunities for teachers to use electronic technology to enhance their learning or to engage their students The cases represent differing student grade levels The cases are different enough to provide a range that exercises the measurement techniques introduced in this study so results can begin to generalize across curricular programs and grades However the cases are similar enough in research design instrumentation and data collection methods to make them comparable A key contribution of this investigation is the creation of a framework to measure the level of implementation the extent to which the teacher and students display the actions behaviors and interactions expected by using the innovation The unified conceptual framework arrived at by using an Activity Theory perspective together with the analytical methods employed provide a way to view the rich complex interaction of implementation as a system with the larger system of the school organization Data from the analysis revealed that variations in the level of implementation were no different regardless of the level of specificity A strong finding of this work is that implementation evolves slowly even when the curricular program is scripted and coaching support is provided to teachers The paper concludes with implications for policy and future research     *The High School Quarterly* ,1922     *Bulletin* ,1960

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