

EOG Practice Test

Mathematics - 6th Grade

1. Which is greater?

- a. $|-4.4|$
- b. $|-3.4|$
- c. $|-3.4|$
- d. $|-3.7|$

2. What is the difference between 4 and $3\frac{2}{3}$?

- a. $3\frac{2}{3}$
- b. $3\frac{4}{3}$
- c. $3\frac{2}{3}$
- d. $3\frac{4}{3}$

3. Simplify:

$$8 - 2^3 + 6 + (1^{10} + 3 + 3)$$

- a. 3
- b. 3.2
- c. 5
- d. 7

4. Combine like terms:

$$2x + 3y + 9x - y - 2x + 5y$$

- a. $9x - 3y$
- b. $9x + 3y$
- c. $33x + 6y$
- d. $33x - 6y$

5. If every 4th person gets a free cookie and every 5th person gets a free coffee, how many out of 100 people will receive a free cookie and a free coffee?

- a. 4 people
- b. 5 people
- c. 6 people
- d. 7 people

14 Nc Eog 6th Grade Test Examples

Roman Wölfel

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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Environmental Health Perspectives ,2007-08 Essential Readings in Problem-Based Learning Andrew Walker, Heather Leary, Cindy Hmelo-Silver, 2015-01-15 Like most good educational interventions problem based learning PBL did not grow out of theory but out of a practical problem Medical students were bored dropping out and unable to apply what they had learned in lectures to their practical experiences a couple of years later Neurologist Howard S Barrows reversed the sequence presenting students with patient problems to solve in small groups and requiring them to seek relevant knowledge in an effort to solve those problems Out of his work PBL was born The application of PBL approaches has now spread far beyond medical education Today PBL is used at levels from elementary school to adult education in disciplines ranging across the humanities and sciences and in both academic and corporate settings This book aims to take stock of developments in the field and to bridge the gap between practice and the theoretical tradition originated by Barrows that underlies PBL techniques **Professional Development Schools and Transformative Partnerships** Polly, Drew, 2014-08-31 School university partnerships have the potential to greatly benefit teaching and learning in PK 12 environments as well as educator preparation programs This collaboration is advantageous to teachers counselors and administrators Professional Development Schools and Transformative Partnerships provides a comprehensive look at the design implementation and impact of educational initiatives between schools and universities Including cases and research on existing collaborations this publication addresses barriers and trends in order to provide direction for successful partnerships in the future This book is an essential reference source for educational leaders in colleges schools and departments of education as well as leaders of PK 12 schools **Resources in Education** ,2001 Use of Visual Displays in Research and Testing Matthew T. McCrudden, Gregory Schraw, Chad Buckendahl, 2015-05-01 Visual displays play a crucial role in knowledge generation and communication The purpose of the volume is to provide researchers with a framework that helps them use visual displays to organize and interpret data and to communicate their findings in a comprehensible way within different research e g quantitative mixed methods and testing traditions that improves the presentation and understanding of findings Further this book includes contributions from leading scholars in testing and quantitative qualitative and mixed methods research and results reporting The volume s focal question is What are the best principles and practices for the use of visual displays in the research and testing process which broadly includes the analysis organization interpretation and communication of data The volume is organized into four sections Section I provides a rationale for this volume namely that including visual displays in research and testing can enhance comprehension and processing efficiency Section II includes addresses theoretical frameworks and universal design principles for visual displays Section III examines the use of visual displays in quantitative qualitative and mixed methods research Section IV focuses on using visual displays to report testing and assessment data *Physical Activity, Self-Regulation, and Executive Control Across the Lifespan* Sean

P. Mullen, Peter Hall, 2016-02-05 There is overwhelming evidence linking increased physical activity with positive changes in cognitive functioning and brain health Much of what we know about these interrelationships comes from aerobic exercise training studies with older adults and children This literature has paved the way for the neuroscientific investigation of mechanisms responsible for exercise induced cognitive and brain health enhancement a list that ranges from molecular changes to systemic changes in executive control and neural connectivity A new perspective has also emerged that aims to understand executive control processes that may underlie the regulation of health behavior In accordance with this view physical activity falls under the umbrella of health behaviors that require a substantial amount of executive control Executive control is a limited resource and the aging process depletes this resource People who regularly exercise are said to have higher self regulatory control planning goal shielding and impulse control than irregular exercisers The successful maintenance of physical activity participation in lieu of daily cognitive stressors likely reflects an adaptive resistance to control failures Indeed a handful of studies have shown the relationship between greater executive control and subsequently higher levels of physical activity However little is known about the neural correlates of physical activity adherence or sedentary behavior with the view that neurocognitive factors have an antecedent and reciprocal influence on these behaviors No research has focused on the brain networks responsible for the self regulation of physical activity which likely overlaps with structures and functions playing critical roles in the regulation of other health behaviors Interdisciplinary investigations are needed to explain the extent to which physical activity self regulation and self regulatory failure is dependent upon or under the influence of executive control processes and brain networks Understanding the degree to which self regulatory resources may be enhanced restored and trained will have enormous implications for basic science and applied fields It is also of great import to understand whether or not physical activity self regulation is a domain specific behavior associated with specific brain networks or to determine the extent to which regulatory network sharing occurs The aim of this Frontiers Research Topic is to curate contributions from researchers in social and cognitive neurosciences and related fields whose work involves the study of physical activity behavior self regulation and executive control For this Research Topic we therefore solicit reviews original research articles and opinion papers which draw theoretical or empirical connections related to sustained physical activity behavior self regulatory strategies cognitive performance and brain structure and function While focusing on work in the neurosciences this Research Topic also welcomes contributions in the form of behavioral studies psychophysiological investigations and methodological innovations This Frontiers Research Topic will carve out new directions for the fields of exercise cognitive and social neurosciences We hope you will consider submitting your work

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