

CHAPTER 6 Chapter Test Form A

Select the best answer.

- Which monomial has the highest degree?
A $18a^5$
B $12a^5b$
C $9a^4b^4$
D $6a^2b^2c^2$
- Which of the following is a fourth degree trinomial with a leading coefficient of 2?
A $x - x^2 + 2x^4$
B $2x^4 + 8x^3 - x + 2$
C $x^4 + 8x^3 - x + 2$
D $2x^4 + 8x^3 - x + 2$
- Which of the following is equal to $(3x^2 + 4x - 3)$ minus $(x^2 - 2x + 3)$?
A $2x^2 + 2x - 6$
B $2x^2 + 6x$
C $2x^2 + 6x - 6$
D $4x^2 + 2x$
- Which of the following is equal to $(x - 3)(2x^2 + 4x - 1)$?
A $2x^3 - 2x^2 - 11x + 3$
B $2x^3 - 2x^2 - 13x + 3$
C $2x^3 - 2x^2 - 11x - 3$
D $2x^3 - 2x^2 - 13x - 3$
- Which of the following is equal to $(p + 2r)^2$?
A $p^2 + 8r^2$
B $p^2 + 8pr + 8r^2$
C $p^2 + 3p^2r + 3pr^2 + r^2$
D $p^2 + 6p^2r + 12pr^2 + 8r^2$
- Which of the following is equal to $(x^2 + 2x^2 - 3x - 6)$ divided by $(x + 2)$?
A $x^2 - 3$
B $x^2 - x - 3$
C $x^2 - x + 3$
D $x^2 - x - 3$
- Which of the following is NOT a factor of $(x^2 - x^2 - 14x + 24)$?
A $x + 1$
B $x - 2$
C $x - 3$
D $x + 4$
- Which of the following is the complete factorization of $(x^2 - 16)$?
A $(x^2 + 4)(x^2 - 4)$
B $(x^2 + 4)(x + 2)(x - 2)$
C $(x^2 + 4)(x - 2)(x + 2)$
D $(x^2 + 4)(x + 2)(x - 2)$
- If $(2 - \sqrt{3})$ is a root of a polynomial with integer coefficients, which of the following must be another root?
A $2\sqrt{3}$
B $\sqrt{3} - 2$
C $2 + \sqrt{3}$
D $3 - \sqrt{2}$
- Which is a list of all the roots of $x^3 + 3x^2 - 28x$?
A $\{-7, 0, 4\}$
B $\{-4, 0, 7\}$
C $\{-7, 0, 7\}$
D $\{-4, 0, 4\}$
- Which is a third degree polynomial with -1 and 1 as its only zeros?
A $x^3 - x^2 - x + 1$
B $x^3 - x^2 + x - 1$
C $x^3 - 3x^2 + 3x - 1$
D $x^3 + 3x^2 + 3x + 1$
- Which is a list of all the roots of $x^3 + x^2 + x + 1 = 0$?
A $\{-1, -i, i\}$
B $\{1, -i, i\}$
C $\{-1, i, -i\}$
D $\{1, i, -i\}$
- What is the degree of the simplest polynomial with integer coefficients that has $\sqrt{5}$ and $5i$ as zeros?
A 3
B 4
C 5
D 6
- Given $P(x) = 4x^3 + 11x^2 + 16x - 9$, which of the following is true?
A As $x \rightarrow +\infty$, $P(x) \rightarrow -\infty$.
B As $x \rightarrow +\infty$, $P(x) \rightarrow +\infty$.
C As $x \rightarrow -\infty$, $P(x) \rightarrow -\infty$.
D As $x \rightarrow -\infty$, $P(x) \rightarrow +\infty$.

Algebra Benchmark Chapter Test

J Rink



Algebra Benchmark Chapter Test:

Computers and Their Impact on State Assessments Robert W. Lissitz, Hong Jiao, 2012-05-01 The Race To The Top program strongly advocates the use of computer technology in assessments It dramatically promotes computer based testing linear or adaptive in K 12 state assessment programs Moreover assessment requirements driven by this federal initiative exponentially increase the complexity in assessment design and test development This book provides readers with a review of the history and basics of computer based tests It also offers a macro perspective for designing such assessment systems in the K 12 setting as well as a micro perspective on new challenges such as innovative items scoring of such items cognitive diagnosis and vertical scaling for growth modeling and value added approaches to assessment The editors goal is to provide readers with necessary information to create a smarter computer based testing system by following the advice and experience of experts from education as well as other industries This book is based on a conference <http://marces.org/workshop.htm> held by the Maryland Assessment Research Center for Education Success It presents multiple perspectives including test vendors and state departments of education in designing and implementing a computer based test in the K 12 setting The design and implementation of such a system requires deliberate planning and thorough considerations The advice and experiences presented in this book serve as a guide to practitioners and as a good source of information for quality control The technical issues discussed in this book are relatively new and unique to K 12 large scale computer based testing programs especially due to the recent federal policy Several chapters provide possible solutions to psychometricians dealing with the technical challenges related to innovative items cognitive diagnosis and growth modeling in computer based linear or adaptive tests in the K 12 setting

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Mathematics Benchmarking Report , 2001

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Practice for GMAT Focus + Atlas online Manhattan Prep,2024-07-02 Fully updated for the GMAT Focus Manhattan Prep s All the Quant DI guide is an updated version of the All the Quant guide 7th Ed This guide now includes all of the quant based content and question types covered in both the Quantitative and Data Insights sections of the GMAT Focus Online bonus materials include an exclusive ebook with harder content and additional practice problems All the Quant Data comes with access to the Atlas online learning platform Your Atlas All the Quant DI syllabus includes An exclusive e book covering harder quant content for those aiming for an especially high GMAT score Additional practice problems interactive video lessons strategies for time management and more Lessons and practice problems created by expert instructors with 99th percentile scores on the GMAT The All the Quant DI guide covers the following question types and content areas Problem Solving Data Sufficiency Tables we have the most in depth comprehensive and effective materials available for GMAT studies Looking for comprehensive GMAT preparation Try Manhattan Prep s All the GMAT book set Publisher s Note Products purchased from 3rd party sellers are not guaranteed for quality authenticity or access to any online resources included with the product

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Johannes Grabmeier, Erich Kaltoven, Volker Weispfenning, 2012-12-06 Two ideas lie gleaming on the jeweler s velvet The first is the calculus the second the algorithm The calculus and the rich body of mathematical analysis to which it gave rise made modern science possible but it has been the algorithm that has made possible the modern world David Berlinski The Advent of the Algorithm First there was the concept of integers then there were symbols for integers I II III 1 1 1 1 fttt what might be called a sticks and stones representation I II III IV V Roman numerals 1 2 3 4 5 Arabic numerals etc Then there were other concepts with symbols for them and algorithms sometimes for manipulating the new symbols Then came collections of mathematical knowledge tables of mathematical computations theorems of general results Soon after algorithms came devices that provided assistance for carrying out computations Then mathematical knowledge was organized and structured into several related concepts and symbols logic algebra analysis topology algebraic geometry number theory combinatorics etc This organization and abstraction lead to new algorithms and new fields like universal algebra But always our symbol systems reflected and influenced our thinking our concepts and our algorithms

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