

ALGEBRA I FINAL EXAM

Directions: Choose the best answer for each question.

1. Find the difference of the polynomials.

$$(3x^2 - 2xy + y^2) - (-5x^2 + 6xy - y^2)$$

- a. $2x^2 - 3xy$
- b. $8x^2 - 11xy$
- c. $2x^2 - 3xy + 2y$
- d. $8x^2 - 8xy + 2y^2$

3. Find the product.

$$(5x - 3y)(6x + y)$$

- a. $30x^2 + 23xy + 3y^2$
- b. $30x^2 - 13xy - 3y^2$
- c. $35x - xy - 4y^2$
- d. $15x^2 - 23xy - 3y^2$

5. What property is represented below?

$$6 \cdot (3 \cdot 2) = (3 \cdot 2) \cdot 6$$

- a. commutative property
- b. identity property
- c. inverse property
- d. associative property

7. Find the roots of the quadratic function.

$$f(x) = 6x^2 - 5x - 2$$

- a. $x = 6; x = -2$
- b. $x = \frac{5 \pm \sqrt{13}}{2}$
- c. $x = 1 \pm \sqrt{73}$
- d. $x = \frac{5 \pm \sqrt{73}}{12}$

2. Which inequality best represents the graph?

- a. $y < \frac{2}{3}x + 1$
- b. $y \leq \frac{2}{3}x + 1$
- c. $y \geq \frac{2}{3}x + 1$
- d. $y < -\frac{3}{2}x + 1$



4. Jeffrey bought a collectable baseball card for \$12. If the value of the card appreciated by 9.4% each year, how much will the card be worth in 7 years?

- a. \$22.51
- b. \$112.80
- c. \$1,241.06
- d. \$39.27

6. Evaluate the expression when $x = 2$ and $y = -3$.

$$3y^2 - 2(5x + 3) - 1$$

- a. 0
- b. -3
- c. 10
- d. -4

8. Find the solution to the system of linear equations below.

$$\begin{aligned} 6x - 5y &= 1 \\ y &= 2x - 1 \end{aligned}$$

- a. $(-1, 3)$
- b. $(1, 1)$
- c. $(1, 2)$
- d. $(0, 2)$

Algebra End Of Course Exam Practice Lausd

Jicheng Xie



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Resources in Education ,1998 Stuck in the Shallow End, updated edition Jane Margolis,2017-03-03 Why so few African American and Latino students study computer science updated edition of a book that reveals the dynamics of inequality in American schools The number of African Americans and Latino as receiving undergraduate and advanced degrees in computer science is disproportionately low And relatively few African American and Latino high school students receive the kind of institutional encouragement educational opportunities and preparation needed for them to choose computer science as a field of study and profession In *Stuck in the Shallow End* Jane Margolis and coauthors look at the daily experiences of students and teachers in three Los Angeles public high schools an overcrowded urban high school a math and science magnet school and a well funded school in an affluent neighborhood They find an insidious virtual segregation that maintains inequality The race gap in computer science Margolis discovers is one example of the way students of color are denied a wide range of occupational and educational futures *Stuck in the Shallow End* is a story of how inequality is reproduced in America and how students and teachers given the necessary tools can change the system Since the 2008 publication of *Stuck in the Shallow End* the book has found an eager audience among teachers school administrators and academics This updated edition offers a new preface detailing the progress in making computer science accessible to all a new postscript and discussion questions coauthored by Jane Margolis and Joanna Goode *Multiethnic Moments* Susan E. Clarke,Rodney Hero,2006 Is anyone listening to minority voices in reforming American schools *Spanish So White* Adam Schwartz,2023-01-10 Explicit discussions of race and racial identity have traditionally been omitted from Spanish language education in the US especially in curricula designed for imagined native speakers of English Consequences of this de racialization of Spanish language learning include the perpetuation of institutional racism and missed opportunities to build productive conversations about the ways race and power are enacted through language *Spanish So White* is written specifically for secondary and post secondary teachers who identify as White and second language learners of Spanish It supports the development of language education that centers a racially dynamic Spanish speaking world and challenges interpersonal and institutional forms of racism Author Adam Schwartz shares stories of his own socialization into Whiteness and Spanish English bilingualism He invites readers into the work of reconciling privileges they too may share as White Spanish language learners and teachers Additional resources for the book are available to download here <https://www.multilingualmatters.com/page/ssw> **An Eclectic Approach to Citizenship** Thomas L. Dynneson,1985

Computer-assisted Instruction and Compensatory Education Marjorie Ragosta,1982 On Evaluating Curricular Effectiveness National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Mathematical Sciences Education Board,Committee for a Review of the Evaluation Data on the Effectiveness of NSF-Supported and Commercially Generated Mathematics Curriculum Materials,2004-11-12 This book reviews the

evaluation research literature that has accumulated around 19 K 12 mathematics curricula and breaks new ground in framing an ambitious and rigorous approach to curriculum evaluation that has relevance beyond mathematics The committee that produced this book consisted of mathematicians mathematics educators and methodologists who began with the following charge Evaluate the quality of the evaluations of the thirteen National Science Foundation NSF supported and six commercially generated mathematics curriculum materials Determine whether the available data are sufficient for evaluating the efficacy of these materials and if not Develop recommendations about the design of a project that could result in the generation of more reliable and valid data for evaluating such materials The committee collected reviewed and classified almost 700 studies solicited expert testimony during two workshops developed an evaluation framework established dimensions criteria for three methodologies content analyses comparative studies and case studies drew conclusions on the corpus of studies and made recommendations for future research

Resources in Education ,1995 *Models for Mathematics Technology Teacher Development Programs* John Grover Harvey,1997 *VocEd* ,1979 **Congressional Record** United States. Congress,1999 *Contemporary Perspectives on Science and Technology in Early Childhood Education* Olivia Saracho,Bernard Spodek,2008-01-01 For decades politicians businessmen and other leaders have been concerned with the quality of education including early childhood education in the United States While more than 50% of the children between the ages of three and five are enrolled in preschool and kindergarten programs in the United States no state federal or national standards exist for science or technology education in preschool or kindergarten programs Knowledge about science and technology is an important requirement for all in contemporary society An increasing number of professions require the use of scientific concepts and technological skills and society as a whole depends on scientific knowledge Scientific and technological knowledge should be a part of every individual s education There are many ways to enhance young children s scientific thinking and problem solving skills as well as their technological abilities The purpose of this volume is to present a critical analysis of reviews of research on science and technology education in early childhood education The first part of the volume includes contributions by leading scholars in science while the second part includes contributions by leading scholars in technology

Journal of Research on Computing in Education ,1987 *The Microcomputer Facility and the School Library Media Specialist* Blanche Woolls,David V. Loertscher,1986 Essays discuss software microcomputers electronic mail interactive videodisc technology computer literacy computer assisted instruction language arts and computer curricula

[Understanding, Dismantling, and Disrupting the Prison-to-School Pipeline](#) Kenneth J. Fasching-Varner,Lori Latrice Martin,Roland W. Mitchell,Karen Bennett-Haron,Arash Daneshzadeh,2016-12-06 This volume examines the school to prison pipeline a concept that has received growing attention over the past 10 15 years in the United States The pipeline refers to a number of interrelated concepts and activities that most often include the criminalization of students and student behavior the police like state found in many schools throughout the country and the introduction of

youth into the criminal justice system at an early age The school to prison pipeline negatively and disproportionately affects communities of color throughout the United States particularly in urban areas Given the demographic composition of public schools in the United States the nature of student performance in schools over the past 50 years the manifestation of school to prison pipeline approaches pervasive throughout the country and the world and the growing incarceration rates for youth this volume explores this issue from the sociological criminological and educational perspectives Understanding Dismantling and Disrupting the Prison to School Pipeline has contributions from scholars and practitioners who work in the fields of sociology counseling criminal justice and who are working to dismantle the pipeline While the academic conversation has consistently called the pipeline school to prison including the framing of many chapters in this book the economic and market forces driving the prison industrial complex urge us to consider reframing the pipeline as one working from prison to school This volume points toward the tensions between efforts to articulate values of democratic education and schooling against practices that criminalize youth and engage students in reductionist and legalistic manners **Education Diverse Pop**

Perspectives Orozco,1998 **End of Course Algebra Exam Practice: Texas** Southwestern Educational Publishing,1997-10-01 **Algebra and Functions Workbook** Mel Friedman,2013-01-01 Many students continue to struggle in high school math courses because they failed to master the basic mathematical skills REA s new Ready Set Go Workbook series takes the confusion out of math helping students raise their grades and score higher on important exams What makes REA s workbooks different For starters students will actually like using them Here s why Math is explained in simple language in an easy to follow style The workbooks allow students to learn at their own pace and master the subject More than 20 lessons break down the material into the basics Each lesson is fully devoted to a key math concept and includes many step by step examples Paced instruction with drills and quizzes reinforces learning The innovative Math Flash feature offers helpful tips and strategies in each lesson including advice on common mistakes to avoid Skill scorecard measures the student s progress and success Every answer to every question in every test is explained in full detail A final exam is included so students can test what they ve learned When students apply the skills they ve mastered in our workbooks they can do better in class raise their grades and score higher on the all important end of course graduation and exit exams Some of the math topics covered in the Algebra Functions Workbook include Variables and Algebraic Expressions Linear Equations Properties of Real Numbers Word Problems Proportions Percents Exponents Factoring and more Whether used in a classroom for home or self study or with a tutor this workbook gets students ready for important math tests and exams set to take on new challenges and helps them go forward in their studies *Georgia Algebra Eoc Success Strategies Study Guide: Georgia Eoc Test Review for the Georgia End of Course Tests* Georgia Eoc Exam Secrets Test Prep,2014-08-22 Georgia Algebra EOC Success Strategies helps you ace the Georgia End of Course Tests without weeks and months of endless studying Our comprehensive Georgia Algebra EOC Success Strategies study guide is written by our exam experts who

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Algebra 2, Grade 10 Adp End-of-Course Exam

Preparation and Practice HMD,2009-08

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