

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 Ii Eoc Review Sample Items Answers

Gordon S. Gates



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Virginia SOL Princeton Review, 2005 Roadmap to the Virginia SOL EOC Algebra I includes strategies that are proven to enhance student performance. The experts at The Princeton Review provide content review of the crucial material most likely to appear on the test, detailed lessons complete with test-taking techniques for improving test scores, 2 complete practice Virginia SOL EOC Algebra I tests. [A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum](#) Harold Schoen, Steven W. Ziebarth, Christian R. Hirsch, Allison BrckaLorenz, 2010-07-01. The study reported in this volume adds to the growing body of evaluation studies that focus on the use of NSF-funded Standards-based high school mathematics curricula. Most previous evaluations have studied the impact of field test versions of a curriculum. Since these innovative curricula were so new at the time of many of these studies, students and teachers were relative novices in their use. These earlier studies were mainly one year or less in duration. Students in the comparison groups were typically from schools in which some classes used a Standards-based curriculum and other classes used a conventional curriculum rather than using the Standards-based curriculum with all students as curriculum developers intended. The volume reports one of the first studies of the efficacy of Standards-based mathematics curricula with all of the following characteristics. The study focused on fairly stable implementations of a first edition Standards-based high school mathematics curriculum that was used by all students in each of three schools. It involved students who experienced up to seven years of Standards-based mathematics curricula and instruction in middle school and high school. It monitored students' mathematical achievement, beliefs, and attitudes for four years of high school and one year after graduation. Prior to the study, many of the teachers had one or more years of experience teaching the Standards-based curriculum and/or professional development focusing on how to implement the curriculum well. In the study, variations in levels of implementation of the curriculum are described and related to student outcomes and teacher behavior variables. Item data and all unpublished testing instruments from this study are available at www.wmich.edu/cmp for use as a baseline of instruments and data for future curriculum evaluators or Core Plus Mathematics users who may wish to compare results of new groups of students to those in the present study on common tests or surveys. Taken together, this volume, the supplement at the CPMP Web site, and the first edition Core Plus Mathematics curriculum materials samples of which are also available at the Web site serve as a fairly complete description of the nature and impact of an exemplar of first edition NSF-funded Standards-based high school mathematics curricula as it existed and was implemented with all students in three schools around the turn of the 21st century. [Introduction to Educational Research](#) Craig A. Mertler, 2021-11-14. This Third Edition of Craig Mertler's practical text helps readers every step of the way as they plan and execute their first educational research project. Offering balanced coverage of qualitative and quantitative methods, an emphasis on ethics, and a wealth of new examples and concrete applications, the new edition continues to use conversational nontechnical language to help students clearly understand and apply research concepts, principles, procedures, and terminology. Expanded coverage of foundations of research, an increased focus on integrating

qualitative and quantitative research and updated coverage of research questions and the tools of qualitative research bring the book thoroughly up to date while streamlined coverage of statistics shows students how to do quantitative analysis in a straightforward way *Books In Print 2004-2005* Ed Bowker Staff,Staff Bowker, Ed,2004 **A Practice-based Model of STEM Teaching** Alpaslan Sahin,2015-07-21 The STEM Students on the Stage SOS TM model was developed by Harmony Public Schools with the goal of teaching rigorous content in an engaging fun and effective way In this book you will learn that the STEM SOS model is not only helping students learn STEM content and develop 21st century skills but also helping teachers improve their classroom climate through increased student teacher communication and a reduction in classroom management issues There are at least two ways in which this book is innovative First you will find student videos and websites associated with QR codes readers can use their QR readers to watch student videos related to the content in the chapter and see student e portfolio samples at their Google sites This provides the opportunity to see that what is discussed in the book actually happened Second the book is not about a theory it is an actual implemented model that has evolved through the years and has been used in more than 25 schools since 2012 Every year the model continues to be improved to increase its rigor and ease of implementation for both teachers and students In addition to using the book as a classroom teacher resource and guide it can also be used as a textbook in advanced graduate level curriculum and instruction educational leadership and STEM education programs Therefore STEM educators leaders pre service and in service teachers and graduate students will all benefit from reading this book Appendices will be one of the favorite aspects of this book for teachers who are constantly looking for ready to use student and teacher handouts and activities Full handouts including formative and summative assessments materials and grading rubrics will provide an opportunity for teachers and curriculum directors to understand the ideas and secrets behind the STEM SOS model Lastly STEM directors will find this to be one of the best STEM teaching model examples on the market because the model has fully accessible student and teacher handouts assessment materials rubrics and hundreds of student products e portfolios including video presentations and project brochures online *Mindfulness for Educational Practice* Gordon S. Gates,2015-03-01 This book is the 8th Volume in the Research on Stress and Coping in Education Series Mindfulness is gaining attention within many disciplines including education and the authors present original research and current theory for examining ways such practice can be used to improve school outcomes for students and strengthen supports for teachers and school leaders The chapters are written to be useful for practitioners and pre service educators by posing recommendations for those considering these strategies and techniques Specific treatment is given to work of teachers principals and superintendents Research is beginning to document the acceptability and efficacy of mindfulness based interventions MBIs in the reduction of stress and burnout and in the improvement of occupational health and well being among educators and school administrators In this groundbreaking volume of the Research on Stress and Coping in Education series Mindfulness for Educational Practice A Path to Resilience

for Challenging Work educational researchers and practitioners advance the exploration of MBIs in educational settings by asking how they might contribute not only to stress reduction and resilience enhancement but also to the improvement of relationships and the everyday practices of leadership teaching and learning in the schools Individual chapters in this volume focus on key questions in the field of study concerned with mindfulness in education today including 1 What is the role of MBIs in enhancing emotional self awareness and self care in teachers as well as their sense of efficacy and agency with regard to making broader educational changes 2 Can mindfulness training by enhancing attentiveness to counterfactual or novel information as well as environmental conditions and other people s perspectives more generally benefit educational leaders in their work in guiding their staffs towards collaborative educational reforms 3 Can the cultivation of emotional awareness and emotion regulation skills e g non reactivity through mindfulness training help educators from pre service teachers to superintendents to improve their interpersonal skills with students families and community members 4 In classroom settings can the cultivation of mindfulness and compassion in teachers promote closer teacher student relationships and greater student engagement in learning academic subjects like math These are the timely and important pragmatic questions addressed theoretically empirically and practically in this volume The collective chapters in this volume drawn largely from the experience of practitioners working in the schools everyday are characterized by qualitative and action research methods and phenomenological reports of educators as they embark on a process of professional development through mindfulness training As such the volume marks a significant contribution in terms of documenting the perspectives challenges and triumphs educators are currently experiencing as they engage with MBIs in education both within and beyond the mindfulness training context The book is an excellent read and an important one for all those interested in research on mindfulness in education today Robert W Roeser Co Editor with Dr Kimberly Schonert Reichl of Handbook of Mindfulness in Education Theory Research Practice 2015 Springer Professor of Psychology Portland State University Portland Oregon September 14 2014 *Cracking the Texas EOC* John Haumann, 2000 Proven techniques for scoring higher from the world s 1 test prep company *Roadmap of the Virginia SOL* Gloria Levine, Princeton Review (Firm), 2005 Roadmap to the Virginia SOL EOC English Writing includes strategies that are proven to enhance student performance The experts at The Princeton Review provide tips for staying focused within our special Writing Frame detailed lessons complete with test taking techniques for improving test scores and review questions for each writing concept covered 2 complete practice Virginia SOL EOC English Writing tests **Cracking the Virginia SOL** Jeff Mandell, Princeton Review (Firm), 2001-02-20 The Princeton Review realizes that acing the U S History exam is very different from getting straight As in school The Princeton Review doesn t try to teach students everything there is to know about U S history only the techniques they ll need to score higher on the exam There s a big difference In *Cracking the Virginia SOL EOC U S History* TPR will teach test takers how to think like the test makers and Remember important historical facts using TPR s Big Picture

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21st Century Challenges for School Administrators Theodore J. Kowalski, George Michael Perreault, 2001-07-30

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