



ALGEBRA I

Wednesday, June 19, 2019 — 1:15 to 4:15 p.m., only

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School Name _____

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A separate answer sheet for **Part I** has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet.

This examination has four parts, with a total of 37 questions. You must answer all questions in this examination. Record your answers to the Part I multiple-choice questions on the separate answer sheet. Write your answers to the questions in **Parts II, III, and IV** directly in this booklet. All work should be written in pen, except for graphs and drawings, which should be done in pencil. Clearly indicate the necessary steps, including appropriate formula substitutions, diagrams, graphs, charts, etc. Utilize the information provided for each question to determine your answer. Note that diagrams are not necessarily drawn to scale.

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Sebastian Brünink



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Testing Regimes, Accountabilities and Education Policy Bob Lingard, Goli Rezai-Rashti, Wayne Martino, 2017-10-02 Around the globe various kinds of testing including high stakes national census testing have become meta policies steering educational systems in particular directions and having great effects on schools and on teacher practices as well as upon student learning and curricula There has also been a complementary global aspect to this with the OECD's PISA and IEA's TIMSS and PIRLS which have had impacts on national education systems and their policy frameworks While there has been a globalized educational policy discourse that suggests that high stakes standardised testing will drive up standards and enhance the quality of a nation's human capital and thus their international economic competitiveness this discourse still manifests itself in specific vernacular path dependent ways in different nations High stakes testing and its effects can also be seen as part of the phenomenon of the datafication of the world and policy as numbers linked to other reforms of the state including new public management network governance and top down and test based modes of accountability This edited collection provides theoretically and empirically informed analyses of these developments This book was originally published as a special issue of the Journal of Education Policy

Academic Language in Diverse Classrooms: Mathematics, Grades K-2 Margo Gottlieb, Gisela Ernst-Slavit, 2013-03-12 Help your students unlock important mathematical concepts If you've ever watched a student struggle with learning math concepts you know that academic English can sometimes create stumbling blocks to understanding To grasp complicated concepts build skills and demonstrate achievement students need to master academic language in math But how do you teach academic language when you're so busy teaching math With this guide you'll build a curricular framework that integrates language and cultural supports with math content during lesson planning implementation and reflection You'll learn to Understand the role of language within the math principles of the Common Core Identify potential obstacles to understanding Incorporate academic language into standards referenced unit targets and lesson objectives Collaborate with ELL specialists to help students access the curriculum Each grade specific chapter models the types of interactions and learning experiences that help students master both math content and academic language This essential book shows you why mastery of academic language is the key to students academic success **Most**

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