

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. $(0, 2)$

Middle School Math Final Exam

Emilie Sanchez



Middle School Math Final Exam:

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address the student retention problem that has plagued higher education Designed for faculty this book reframes the common question Why do students leave and how can we fix it to What if we made sure that every student had a compelling reason to stay Drawing upon the Gallup Purdue Big Six six key experiences in undergraduate education that influence graduates well being Teaching for Retention outlines incremental action steps and strategies that every faculty member can implement on their own without seeking administrative approval or waiting for institutional initiatives This exciting book is designed for any faculty member who wants to increase students engagement in learning and motivation and ultimately support students in completing their degree programs successfully Support material includes workshop facilitator notes lesson plans presentation slides and participant workbook These materials are available at www.routledge.com

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Services,1983 The Constitution of Teachers' Orientations Toward Teaching Mathematics Lisa Lorraine Clement,1999

The goals of this study were to model one conceptually oriented teacher s images of systems of ideas and how they develop determine the stability of conceptually and calculationally oriented teaching practices and determine what conceptually and calculationally oriented teachers believe value and understand with respect to mathematics and mathematics teaching The answers to these questions involve a better understanding of teachers orientations towards mathematics teaching One conceptually oriented teacher Mark and one calculationally oriented teacher David were interviewed observed and videotaped over the course of a semester They both taught a mathematics course to prospective elementary teachers In every classroom episode analyzed Mark had a unifying idea in mathematics in mind that he wanted the students to understand That understanding included the ability to connect the unifying idea to a other mathematical concepts b mathematical procedures and c the ways that students made sense of the unifying idea other mathematical concepts and mathematical procedures These ideas and the network that relates these ideas together represent the system of ideas Mark wanted his students to develop Mark s image of how students come to develop a system of ideas compelled him to expect students to share their thinking focus on aspects of a student s thinking that were connected to the unifying idea in the system focus on the quantities in the problem rather than the values of the quantities use diagrams and explanations to help make explicit both students reasonings and the connections among each other s ways of reasoning and make their thinking about their own and each other s thinking about the mathematics an object of conversation Although Mark intended the students develop various systems of ideas throughout the semester his fundamental image of how students develop a system of ideas remained constant Over the course of the study Mark s conceptual orientation and David s calculational orientation remained stable both within and between the teaching of different mathematical topics Both instructors beliefs and

understanding about mathematics influenced their orientations toward mathematics teaching
,1996 **New Jersey Public Employee Reporter** ,1987

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