

Name: _____
Algebra 1

Date: _____
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Unit 6: Exponents and Exponential Functions Performance Tasks

Instructions: Choose one performance task. Write all your work on a separate clean piece of paper and attach it to this page.

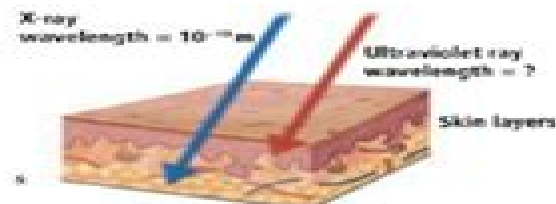
Big Idea: Properties

Just as there are properties that describe how to rewrite expressions involving addition and multiplication, there are properties that describe how to rewrite and simplify exponential expressions.

Performance Task 1

Medical X-rays, with a wavelength of about 10^{-10} m, can penetrate completely through your skin.

- Ultraviolet rays, which cause sun burn by penetrating only the top level of skin, have a wavelength about 1000 times the wavelength of an X-ray. Find the wavelength of ultraviolet rays. Show your work.
- The wavelengths of visible light are between 3.8×10^{-7} m and 7.6×10^{-7} m. Are these wavelengths longer or shorter than those of ultraviolet rays? Explain.



Big Idea: Equivalence

One way to represent numbers is in scientific notation. This form uses powers of ten to write very large or very small numbers.

Performance Task 2

Write each answer as a power of 2. Show your work and explain your steps.

- Computer capacity is often measured in bits and bytes. A bit is the smallest unit, which is a 1 or 0, in the computer's memory. A byte is 2^3 bits. A megabyte (MB) is 2^{20} bytes. How many bits are in a megabyte?
- A gigabyte (GB) is 2^{30} bytes. How many megabytes are in a gigabyte? How many bits are in a gigabyte?

Big Idea: Functions

A family of exponential functions has equations of the form $y = a \cdot b^x$. They can be used to model exponential growth or decay.

Performance Task 3

On January 1, 2010, Chessville has a population of 50,000 people. Chessville then enters a period of population growth. Its population increases 7% each year. On the same day, Checkersville has a population of 70,000 people. Checkersville starts to experience a population decline. Its population decreases 4% each year. During what year will the population of Chessville first exceed that of Checkersville? Show all your work and explain your steps.

Algebra 1 Unit 6 Performance Task

Page Keeley



Algebra 1 Unit 6 Performance Task:

Math Expressions: Student activity book, vol. 1, 2006 **Driven by Data** Paul Bambrick-Santoyo, 2010-04-12 Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at high levels Includes assessment forms an index and a DVD **Mathematics Assessment and Intervention in a PLC at Work®, Second Edition** Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera, 2023-06-27 This second edition book from the Every Student Can Learn Mathematics series guides you and your collaborative teams in building student and collective teacher efficacy through the formative use of common assessments Discover how you can work interdependently to design high quality assessments calibrate scoring of student work and analyze data to enhance instructional practices and sustain effective Tier 2 learning experiences for students New and enhanced protocols and examples provide practical tools and models for immediate implementation Improve your mathematics collaborative team assessment processes using the four critical questions of a PLC at Work along with an RTI or MTSS focus on effective Tier 2 interventions This book will help K 12 mathematics teachers and teacher teams Learn the criteria for the formative use of all unit by unit common mathematics assessments Identify essential learning standards as drivers for common assessments and student reflection Design and use high quality common assessments and team scoring agreements Calibrate the scoring of student work for consistent formative feedback to students Engage in data protocols that analyze student work to enhance instructional practices identify students in need of targeted intervention or extension and create effective intervention learning experiences Determine how students can reflect and set goals using the formative feedback process based on common unit by unit assessments Design and implement an effective Tier 2 mathematics intervention program to support student learning Contents Preface Introduction Chapter 1 The Mathematics at Work Common Assessment Process Chapter 2 Quality Common Mathematics Assessments Chapter 3 Sample Common Mathematics Assessments and Calibration Routines Chapter 4 Teacher Actions in the Formative Assessment Process Chapter 5 Student Actions in the Formative Assessment Process Chapter 6 Team Response to Student Learning Using Tier 2 Mathematics Intervention Criteria Summary Epilogue Appendix References and Resources Index Harcourt School Publishers Math HSP, Harcourt School Publishers Staff, 2002-06 *Great Performances* Larry Lewin, Betty Jean Shoemaker, 2011-06-01 What grade did you give me students often ask teachers as if teachers randomly assign grades Too many students do not understand how their academic performance in the classroom corresponds with various grades Improving students understanding of what their teachers expect them to do how well they should be able to do it and how they should go about accomplishing it is what this book is all about Lewin and Shoemaker show you how to teach rich integrated thematic units of instruction where students grapple with meaty conceptual ideas and use the processes of reading writing problem solving and investigation The authors share what they ve learned about developing and assessing powerful performance tasks

ranging from short and specific to lengthy and substantive Their focus is on the practical the doable You can learn from their successes as well as their mistakes The authors discuss a four step approach for teaching students how to acquire content knowledge labeled Info In and examine four Info Out modes through which students can make their content understanding explicit for evaluation purposes Great Performances is filled with highly motivating examples of student projects as well as effective assessment tools that teachers can adapt for their own classrooms In this new edition you will find updated examples and scoring mechanisms throughout the chapters expanded options for converting performance task scores into required letter grades for reporting to parents and a new chapter on reading assessment to help teachers navigate their way through Response to Intervention This chapter also provides as a helpful review of popular commercially published in class reading assessments Teaching to and assessing with performance tasks result in true understanding the type of understanding students will need in the world where they will be expected to produce Great Performances Teaching to the Math Common Core State Standards F. D. Rivera, 2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and traditional pathway Algebra I portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The Common Core state content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond including future careers Assessment-Driven Instruction in Physical Education Jacalyn Lea Lund, Mary

Lou Veal,2013-04-10 For the savvy educator assessment can be a powerful tool for informing teaching decisions improving student learning and helping students achieve learning standards Learn how to make the most of assessment with Assessment Driven Instruction in Physical Education With this text and web resource you ll learn how to develop assessments and gather information that helps you monitor student progress structure effective lessons and make grading more accurate and systematic Assessment Driven Instruction in Physical Education A Standards Based Approach to Promoting and Documenting Learning shows you how to use standards based assessment to advance and support student learning in middle and high school physical education programs In this text authors Lund and Veal both experienced physical education teachers and teacher educators help readers not only understand assessment concepts and applications but also develop the skills to implement assessment Assessment Driven Instruction in Physical Education can be used in a methods class in an assessment class or for in service teacher education It contains numerous examples of assessments and unique practice tasks that help teachers develop assessment skills Current and future teachers can use these practice tasks to apply their knowledge to specific teaching situations and design their own assessments as they move through the text Readers will also gain knowledge and strategies for assessing the psychomotor cognitive and affective domains based on current assessment research aligned with National Association for Sport and Physical Education NASPE standards To help those new to the assessment process this text includes chapters on managing assessment using data to improve learning and using assessments to assign a fair grade information not found in most texts on assessment and measurement An accompanying web resource contains assessment building practice tasks in a convenient downloadable format offering an accessible and efficient way to develop knowledge and skills in assessment With Assessment Driven Instruction in Physical Education teacher candidates and current educators can solidify their knowledge of assessment concepts as they learn to design and use high quality assessments Assessment Driven Instruction in Physical Education can help teachers make assessment a meaningful tool for informing instructional choices promoting student learning and documenting learning *Leverage*

Leadership Paul Bambrick-Santoyo,2012-06-06 Paul Bambrick Santoyo Managing Director of Uncommon Schools shows leaders how they can raise their schools to greatness by following a core set of principles These seven principles or levers allow for consistent transformational and replicable growth With intentional focus on these areas leaders will leverage much more learning from the same amount of time investment Fundamentally each of these seven levers answers the core questions of school leadership What should an effective leader do and how and when should they do it Aimed at all levels of school leadership the book is for any principal superintendent or educator who wants to be a transformational leader The book includes 30 video clips of top tier leaders in action These videos bring great schools to you and support a deeper understanding of both the components of success and how it looks as a whole There are also many helpful rubrics extensive professional development tools calendars and templates Explores the core principles of effective leadership Author s charter

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