#### Performance Tasks

Algebra II, Unit 1: Systems of Equations and Inequalities

Directions: Please solve the following problems individually or with your peers. Use a whiteboard to share your ideas.

Task A (50 pts): Show all your work on paper. You can scan the paper or take a picture of your work then upload it to your e-portfolio. Yes, you must attempt to solve ALL the problems below.

Task B (50 pts): Among the problems below, pick three of the problems you feel most comfortable to share your approach. Film yourself explaining. Assume that you are teaching someone who have not studied this unit. Edit the video if necessary, then upload it to your e-portfolio. Your peers will evaluate your teaching.

K

1. Susie pays for 4 muffins and 3 bananas. Calvin spends twice as much paying for 2 muffins and 16 bananas. A muffin is how many times as expensive as a banana?

(A) 
$$\frac{3}{2}$$
 (B)  $\frac{5}{3}$  (C)  $\frac{7}{4}$  (D) 2 (E)  $\frac{13}{4}$ 

4x + 3y = 5 2x + 16y = 251x - y

$$\frac{2(4x+3y=5)}{2x+16y=-2/5}$$

$$\frac{-6x+16y=0}{2x+16y=0}$$

$$\frac{10y=6x}{2}$$

$$\frac{5y=3x}{2}$$

# **Algebra 1 Performance Task 12 Answer**

**Yijin Wang** 

#### **Algebra 1 Performance Task 12 Answer:**

**Assessment that Informs Practice** ,2000 ENC Focus .2000 Math Advantage, Grade 8 Grace M. Burton, Harcourt Brace, 1998-05-22 Resources in Education ,2001-04 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 Scientific and Technical Aerospace Reports ,1995 **National Assessment of Educational** Progress 1969-1983 Theodore B. Pratt, 1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center

Harcourt School Publishers Math HSP, Harcourt School Publishers Staff, 2002-06

15 TGT Math Test Papers

EMRS Mocktime Publication, EMRS Exam Teachers TGT Math Test Papers 15 Practice Papers Tier 1 Eklavya Model

Residential Schools as per Official Exam Pattern and Syllabus

Applied Mechanics Reviews, 1987

Teaching

Students with Moderate and Severe Disabilities Diane M. Browder, Fred Spooner, 2011-07-06 This book has been replaced by Teaching Students with Moderate and Severe Disabilities Second Edition 978 1 4625 4238 3

Teaching in the Standards-based Classroom, 2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom

**Houghton Mifflin Math Central** Laurie Boswell, Patsy F. Kanter, 1999 The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2 Timothy Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook's second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the Glencoe Algebra 1,2001 field Math Advantage Grace M. Burton, 1999 Next Generation Assessment Linda Darling-Hammond, 2014-08-18 A forward thinking look at performance assessment in the 21st century Next Generation Assessment Moving Beyond the Bubble Test to Support 21st Century Learning provides needed answers to the nation s growing concerns about educational testing in America Drawing on research and the experiences of leading states and countries this new book examines how performance assessments can offer a feasible alternative to current high stakes tests As parents educators and policymakers have increasingly criticized the effects of the teaching to the test mandate from the

No Child Left Behind Act the need for this resource has never been more critical This summary volume to Beyond the Bubble Test speaks to the nationwide unease about current tests focus on low level skills like recalling and restating facts rather than higher order skills such as problem solving analyzing and synthesizing information It illustrates how schools can use authentic assessments to improve teaching and learning as they involve students in conducting research designing investigations developing products and solutions using technology and communicating their ideas in many forms This important book Serves as a must have resource for those interested in the most current research about how to create valid and reliable performance assessments Explains how educators can improve practice by developing using and scoring performance assessments Helps policymakers and educators accurately assess the benefits and possibilities of adopting performance assessments nationally If you re an educator researcher graduate student district administrator or education policy specialist Next Generation Assessment is an indispensable resource you ll turn to again and again Practices in Practice [High School] Margaret (Peg) Smith, Michael D. Steele, Miriam Gamoran Sherin, 2020-02-26 This book makes the five practices accessible for high school mathematics teachers Teachers will see themselves and their classrooms throughout the book High school mathematics departments and teams can use this book as a framework for engaging professional collaboration I am particularly excited that this book situates the five practices as ambitious and equitable practices Robert Q Berry III NCTM President 2018 2020 Samuel Braley Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring selecting sequencing and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence This follow up to the modern classic 5 Practices for Orchestrating Productive Mathematics Discussions shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry oriented classroom This book will help you launch meaningful mathematical discussion through Key questions to set learning goals identify high level tasks anticipate student responses and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in opportunities for you to consider effective ways to monitor students ideas and successful approaches for selecting sequencing and connecting students ideas during instruction Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction The book and companion website provide an array of resources including planning templates sample lesson plans completed monitoring tools and mathematical tasks Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life

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web the digestive system is made up of key parts each of which has a different function food passes through most of these parts in a journey from the mouth to the anus the parts of the digestive

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web the process of digestion begins in the mouth with the intake of food figure 16 4 the teeth play an important role in

masticating chewing or physically breaking food into smaller particles the enzymes present in saliva also begin to chemically break down food

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web system be sure to write about what organs the food passes through what each part of the digestive system does and how the parts work together to digest food extension create a map of the digestive system that shows how your favorite food passes through the digestive process

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web terms in this set 20 what are the 3 main functions of the digestive system 1 breaking down food into molecules the body can use 2 absorbing the molecules through blood to be carried throughout the body 3 eliminating waste from the body digestion the process by which your body breaks down food into small nutrient molecules

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web food is digested in the stomach 2 the digestive system breaks down food 3 teeth break foods into small pieces what you learned 1 teeth carry out mechanical digestion 2 an enzyme in saliva breaks down starches into sugars 3 muscle contractions called peristalsis push food toward the stomach

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web begins the process of chemical digestion saliva secreted by salivary glands aids the mechanical and chemical process of digestion saliva is about 99 water and not only moistens food but cleanses the mouth dissolves food chemicals so they can be tasted and contains enzymes that start the chemical breakdown of starchy foods

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web the process by which the body breaks down food into small nutrient molecules absorption the process by which nutrient molecules pass through the wall of the digestive system into the blood

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web while some digestion occurs in the stomach the process actually begins in the mouth where chewing and salivary amylase act on the food the digestive system does not produce urine some people think that the digestive system has two outlets one for feces and one for urine

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web jan 17 2023 this mechanical and chemical breakdown encompasses the process of digestion to recap these twin processes mechanical digestion larger pieces of food get broken down into smaller pieces while being prepared for chemical digestion this process starts in the mouth and continues into the stomach

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web there are four steps in the digestion process figure 2 3 2 the first step is ingestion which is the collection of food into the digestive tract it may seem a simple process but ingestion involves smelling food thinking about food and the involuntary release of saliva in the mouth to prepare for food entry

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