

SECOND QUARTER EXMINATION
GRADE 8 – MATHEMATICS

Name: _____ Date: _____
Grade & Section: _____ Score: _____

General Instructions: Strictly **NO ERASURE**. Erasures are considered wrong.

Test I. MULTIPLE CHOICES

Directions: Read carefully the following statements. Write the letter of the correct answer on a blank before each number. (Rx2)

- ____ 1. Which of the following is NOT a symbol of linear inequality?
A. = B. $\geq$ C. $\neq$ D. <
- ____ 2. What is the graph of linear inequality?
A. a plane B. half of parabola C. parabola D. straight line
- ____ 3. Which is true about the graphical solution of inequalities in two variables?
A. region of points B. sets of points C. sets of planes D. region of plane
- ____ 4. Which of the following shows linear inequality in two variables?
A. $6x - 3y = 9$ B. $x + 4 < 8 + 2x$ C. $3x \leq 4 + y$ D. $21x \geq 2y - 15$
- ____ 5. Which of the following inequalities is the same as "the sum of $2x$ and y is at least 20"?
A. $2x + y \geq 20$ B. $2x + y > 20$ C. $2x + y \leq 20$ D. $2x + y < 20$
- ____ 6. What can be said about solutions of the inequality $x + 2y > 5$?
A. The solutions are located below the line. B. The solutions are located above the line. C. The solutions are on the line. D. All of the above.
- ____ 7. To graph $2x + y \geq 4$, we begin by graphing the boundary line of the inequality, what is the slope (m) and y-intercept (b) of the inequality?
A. $x = -2$, $y = -1$ B. $x = -2$, $y = 4$ C. $x = 2$, $y = -4$ D. $x = 2$, $y = -1$
- ____ 8. Bam bought 4 mangoes and 7 guavas. The total amount she paid was at least h 230. If x represents the cost of each mango and y the cost for each guava, which of the following mathematical statements represents the given situation?
A. $4x + 7y \geq 230$ B. $4x + 7y \leq 230$ C. $4x + 7y > 230$ D. $4x + 7y < 230$
- ____ 9. The total amount Shobie paid for two kilos of beef and three kilos of fish is less than h 700. Suppose a kilo of beef costs h 250. What will be the maximum cost of a kilo of fish? Round –off the answer to a whole number.
A. h 50 B. h 65 C. h 66 D. h 67
- ____ 10. For what possible values of x and y will make the inequality $5x + 3y > 12$ true?
A. (0, 3) B. (3, -1) C. (1, 1) D. (3, 0)
- ____ 11. A book of stamps at the post office has less than 10 stamps in it.
a. $s < 10$ b. $s > 10$ c. $s \leq 10$ d. $s \geq 10$
- ____ 12. A backpack costs at least Php 450 at SM department store. (B = backpack).
a. $B < 450$ b. $B > 450$ c. $B \leq 450$ d. $B \geq 450$
- ____ 13. Translate the following phrase: Tom can spend no more than 2000 pesos on his father's birthday.
a. $T > 2000$ b. $T < 2000$ c. $T \leq 2000$ d. $T \geq 2000$
- ____ 14. Carlos works at a movie theatre selling tickets. The theatre has 300 seats and charges Php 75.00 for adults and Php 55.00 for children. The theatre expects to make at least Php 20,000 for each showing. Write a system of inequalities to model the following situation.
a. $\begin{cases} x + y \leq 300 \\ 75x + 55y \geq 20,000 \end{cases}$ b. $\begin{cases} x + y \leq 300 \\ 75x + 55y > 20,000 \end{cases}$ c. $\begin{cases} x + y \leq 300 \\ 75x + 55y \geq 20,000 \end{cases}$ d. $\begin{cases} x + y > 20,000 \\ 75x + 55y \leq 300 \end{cases}$
- ____ 15. Cathy is buying plants and soil for her garden. The plant cost Php 100 each and the soil cost Php 40 per bag. She wants to buy at least 5 plants. She cannot spend more than Php 1,000. Which of the following are possible number of plants and bags of soil Cathy can buy in order not to spend more than Php 1,000?
a. 7 plants and 11 bags of soil b. 8 plants and 9 bags of soil c. 6 plants and 7 bags of soil d. 10 plants and 4 bags of soil

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Mocktime Publication



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The Testing Gap Jaekyung Lee, 2007-05-01 The objective of this book is to advance our understanding of the design implementation and evaluation of test driven external accountability policies for improving both academic excellence and equity This book provides new insights into debates about the efficacy of highstakes testing through critical synthesis of previous studies and through systematic analysis of the achievement gap trends over the past 15 years The core findings have implications for contemporary national and state policy efforts as mandated by NCLB to close the achievement gap The book alerts readers to scientific institutional and technical threats to the current test driven school accountability system and possible consequences if we fail to counteract those threats and continue the current policy course with underfunded mandates and an over reliance on testing and sanctions

Teaching on Assessment Sharon L. Nichols, Divya Varier, 2021-03-01 In an age where the quality of teacher education programs has been called into question it is more important than ever that teachers have a fundamental understanding of the principles of human learning motivation and development Theory to Practice Educational Psychology for Teachers and Teaching is a series for those who teach educational psychology in teacher education programs At a time when educational psychology is at risk of becoming marginalized it is imperative that we as educators walk our talk in serving as models of what effective instruction looks like Each volume in the series draws upon the latest research to help instructors model fundamental principles of learning motivation and development to best prepare their students for the diverse multidimensional uncertain and socially embedded environments in which these future educators will teach The inaugural volume Teaching on Assessment is centered on the role of assessment in teaching and learning Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers Written for practitioners the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice This volume is important not only because of the dwindling presence of assessment related instructional content in teacher preparation programs but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K 12 classrooms Praise for Teaching on Assessment This thought provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation engagement and learning In the volume editors Nichols and Varier present a set of chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions understand assessment within the context of learning and motivation theory and draw on assessment in ways which can meet the needs of diverse learners Written in a highly accessible language and style each chapter contains clear takeaway messages designed for educational psychologists teacher educators teachers and pre service teachers This book is essential reading for anyone involved in teaching or developing our future teaching professionals Lois R Harris Australian Catholic University This

impressive book provides a wealth of contemporary and engaging resources ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision making as an essential component of instruction Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers decision making about classroom assessments that promote all students learning and motivation It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement enabling students to understand how to integrate practical classroom constraints and realities with current knowledge about self regulation intrinsic motivation and other psychological constructs that assessment needs to consider The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications Notably the volume includes very important topics rarely emphasized in other assessment texts including assessment literacy frameworks diversity equity assessment strategies for students with special needs and data driven decision making The book will be an excellent supplement for educational psychology classes or for assessment courses introducing students to current thinking about how to effectively integrate assessment with instruction James McMillan Virginia Commonwealth University *Managing for Learning* Melissa Adelman, Renata Lemos, 2021-05-20 How can countries make sustainable gains in student learning at scale This is a pressing question for Latin America and the Caribbean LAC and the developing world more broadly as countries seek to build human capital to drive sustainable growth Significant progress in access has expanded coverage such that nearly all children in the region attend primary school but many do not gain basic skills and drop out before completing secondary school in part due to low quality service delivery The preponderance of evidence shows that it is learning and not schooling in and of itself that contributes to individual earnings economic growth and reduced inequality For LAC in particular low levels of human capital are a critical factor in explaining the region's relatively weak growth performance over the last half century The easily measurable inputs are well known and the end goal is relatively clear but raising student achievement at scale remains a challenge Why Part of the answer lies in management the managers structures and practices that guide how inputs into the education system are translated into outputs and ultimately outcomes While management is often mentioned as an important factor in education policy discussions relatively little quantitative research has been done to define and measure it And even less has been done to unpack how and how much management matters for education quality This study presents new conceptual and empirical contributions that can be synthesized in four key messages 1 Student learning is unlikely to improve at scale without better management 2 Management quality can be measured and should be measured as a catalyst for improvement 3 Management affects how well every level of an education system functions from individual schools to central technical units and how well they work together 4 Several pathways to strengthening management are open to LAC countries now with the potential for significant results The study elaborates on each of these messages synthesizing recent

data and research and presenting the results of several new research initiatives from across the region Ready to Learn Tara Beteille, Namrata Tognatta, Michelle Riboud, Shinsaku Nomura, Yashodhan Ghorpade, 2020-03-06 Countries that have sustained rapid growth over decades have typically had a strong public commitment to expanding education as well as to improving learning outcomes South Asian countries have made considerable progress in expanding access to primary and secondary schooling with countries having achieved near universal enrollment of the primary school age cohort ages 6-11 except for Afghanistan and Pakistan Secondary enrollment shows an upward trend as well Beyond school many more people have access to skilling opportunities and higher education today Although governments have consistently pursued policies to expand access a prominent feature of the region has been the role played by nonstate actors private nonprofit and forprofit entities in expanding access at every level of education Though learning levels remain low countries in the region have shown a strong commitment to improving learning All countries in South Asia have taken the first step which is to assess learning outcomes regularly Since 2010 there has been a rapid increase in the number of large scale student learning assessments conducted in the region But to use the findings of these assessments to improve schooling countries must build their capacity to design assessments and analyze and use findings to inform policy *Second Handbook of Research on Mathematics Teaching and Learning* Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community **Foundations of Psychological Testing** Leslie A. Miller, Robert L. Lovler, 2018-12-20 *Foundations of Psychological Testing A Practical Approach* by Leslie A. Miller and Robert L. Lovler presents a clear introduction to the basics of psychological testing as well as psychometrics and statistics Aligned with the 2014 Standards for Educational and Psychological Testing this practical book includes discussion of foundational concepts and issues using real life examples and situations that students will easily recognize relate to and find interesting A variety of pedagogical tools furthers the conceptual understanding needed for effective use of tests and test scores The Sixth Edition includes updated references and examples new In Greater Depth boxes for deeper coverage of complex topics and a

streamlined organization for enhanced readability

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Approximate Number System and Mathematics Jingguang Li,Xinlin Zhou,Marcus

Lindskog,2019-11-25 Humans process quantity information without the aid of language or symbols to guide a variety of everyday life decisions The cognitive system that supports this intuitive skill is often referred to as the approximate number system ANS It has been argued that the ANS serves as the foundation of the formal symbolic number system mathematics Abundant empirical evidence is supportive of this view acuity of the ANS is positively correlated with symbolic math performance training of the ANS may cause improvements in symbolic math performance and the ANS and symbolic number processing may share a common neural underpinning However recently several theories and empirical data cast doubt on the role of the ANS in symbolic math processing This e book aims to advance our understanding of the underlying mechanisms of the overlap between the ANS and mathematics

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Crompton,John Traxler,2015-12-07 In recent years there has been a renewed focus on STEM education in the United States
fueled by evidence that young learners competencies in science technology engineering and mathematics are falling behind
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