

4. One of the perks of this job is that you often get to test the products you are investigating. Your editor has given you an iPod and \$250 to purchase songs and videos to test it out. You want to give your readers some idea of their downloading options. You assume that most people have, on average, 45 times more songs than they do videos. Complete the following chart.

# of Videos	# of Songs	Total Cost	Total Size of Files
1	45	\$57.57	1761 MB / 1.7 GB
2	90	\$115.08	3522 MB / 3.4 GB
3	135	\$172.62	5283 MB / 5.1 GB
4	180	\$230.16	7044 MB / 6.9 GB
5	225	\$287.70	8805 MB / 8.6 GB

Sort of songs that can fit

5. Let us assume that you bought a 24 GB iPod nano and downloaded two movies for it. Construct an inequality to determine the number of songs that will fit on it. In all ways, be sure to define your variables and solve the inequality.

$$2(10)(1024) + 50 \leq 16(1024)$$

$$3072 + 50 \leq 16384$$

6. You hear that Apple is planning to introduce a 24 GB iPod nano this summer. For what price do you estimate it will sell? Be sure to explain your reasoning.

$$\begin{aligned} & \$249 \\ & \$349 \end{aligned}$$

$$\begin{aligned} & \$279 \\ & \$349 \end{aligned}$$

7. The ad that you found also mentioned that a fully charged 16 GB nano can play "Up to 24 hours of music when fully charged." About how many songs can you play before it runs out of power?

$$2000 \div 3.15 = 615 \text{ songs}$$

$$443 \text{ songs}$$

8. Since computers are continually getting smaller and smaller and can hold more and more information, there is a possibility that one day there will be a one terabyte (TB) iPod. Find out how large a terabyte is and use that information to estimate what it would cost to load a one-TB iPod with movies.

$$1 \text{ TB} = \frac{1024 \text{ GB}}{1.5 \text{ GB}} = 682 \times \$14.99 = \$10223.18$$

Hs Algebra 2 Performance Task

**Margaret (Peg) Smith, Michael D.
Steele, Miriam Gamoran Sherin**

Hs Algebra 2 Performance Task:

Performance Tasks and Rubrics for High School Mathematics Charlotte Danielson, Elizabeth Marquez, 2016-03-02

Performance tasks are highly effective tools to assist you in implementing rigorous standards. But how do you create, evaluate, and use such tools? In this bestselling book, educational experts Charlotte Danielson and Elizabeth Marquez explain how to construct and apply performance tasks to gauge students' deeper understanding of mathematical concepts at the high school level. You'll learn how to evaluate the quality of performance tasks, whether you've written them yourself or found them online. Use performance tasks for instructional decision making and to prepare students for summative assessments. Create your own performance tasks or adapt pre-made tasks to best suit students' needs. Design and use scoring rubrics to evaluate complex performance tasks. Use your students' results to communicate more effectively with parents. This must-have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics, along with samples of student work. Additionally, downloadable student handout versions of all the performance tasks are available as free eResources from our website www.routledge.com 9781138906990, so you can easily distribute them to your class.

A Collection of Performance Tasks & Rubrics: High School Mathematics Charlotte Danielson, Elizabeth Marquez, 2014-05-22. This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics. Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics.

Principles and Practices of Performance Assessment Nidhi Khattri, Alison L. Reeve, Michael B. Kane, 2012-12-06. This volume explores the recent national trend toward adoption of performance assessments. Embraced at all levels of educational decision making—state, district, school, and teacher—the shapes these assessments take and the affects they have at the classroom level can differ significantly from one setting to another. Based on case studies of 16 schools, this study describes what performance assessments actually look like: the types of tasks they pose to children, the scoring methods used, the purposes to which they are put, and how they fit in with other components of assessment systems. It also shows how they differ when they are introduced by state departments of education, districts, and schools themselves. Factors that affect policymakers and educators' abilities to successfully design and introduce performance assessments are also explored. These include the purposeful coordination of performance assessment with related education reforms such as the adoption of content and student performance standards and the professional development for teachers necessary to the successful implementation of performance assessments. Barriers to adoption, most notably the challenges of developing a technically sound performance assessment, are discussed as well. Crucial to teachers' ability to appropriate performance assessments for use in their own classrooms is their involvement in designing and implementing them. Although it would be impossible for a state or school district to involve all teachers in the design of a performance assessment, they can take steps to foster teachers' understanding of the purposes and methods of the assessment, thereby supporting their ability

to use similar methods in their daily teaching Toward that end this book describes the experiences of teachers and students with a range of assessments that all fall under the umbrella of performance assessment In addition it provides rich illustrations of those experiences across a diverse group of schools descriptions of the trade offs inherent in developing a student assessment system demonstrations of why no single assessment can be all things to all people and valuable insights for teachers administrators policymakers and researchers who want to improve their understanding of how performance assessments work in practice and how they may best serve to improve teaching and learning

Getting Ready for College, Careers, and the Common Core David T. Conley,2013-10-07 Create programs that prepare students for college careers and the new and challenging assessments of the Common Core State Standards Written for all educators but with an emphasis on those at the secondary level this important resource shows how to develop programs that truly prepare students for both the Common Core assessments and for college and career readiness Based on multiple research studies conducted by Conley as well as experience he has gained from working with dozens of high schools that succeed with a wide range of students the book provides specific strategies for teaching the CCSS in ways that improve readiness for college and careers for the full range of students Draws from research based models for creating programs for high school students that will ensure readiness for tests and for college and beyond Includes strategies and practices for teachers to help students develop postsecondary preparedness Is the third in a series of books on readiness written by David Conley including College Knowledge and College and Career Ready Teachers can use this valuable resource to understand the big picture behind the Common Core State Standards how to teach to them in ways that prepare students for new challenging assessments being implemented over the next few years and more importantly how to help all students be ready for learning beyond high school

Assessment in Middle and High School Mathematics Daniel Brahier,2013-10-30 It describes each strategy and clarifies its advantages and drawbacks Also included is a large sample of classroom tested examples along with sample student responses These examples can be used as is or you can customize them for your own class This book will help prepare your students for standardized tests that include items requiring evidence of conceptual understanding The strategies reflect the assessment Standards benchmarks established by the NCTM In addition an entire chapter is devoted to help teachers use these assessments to arrive at their students grades

The Five 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 in your classroom [Resources in Education](#) ,2000-10 [The Link](#) ,1992

Parallel Curriculum Units for Mathematics, Grades 6-12 Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Maximize your mathematics curriculum to challenge all students This collection of lessons from experienced teachers provides multifaceted examples of rigorous learning opportunities for mathematics students in Grades 6-12 The four sample units focus on fractions linear programming geometry and quadratic relationships The authors provide user friendly methods for instruction and demonstrate how to differentiate the lessons for the benefit of all students Included are standards based strategies that guide students through Understanding secondary mathematics concepts Discovering connections between mathematics and other subjects Developing critical thinking skills Connecting mathematics learning to society through the study of real world data proportional reasoning and problem solving *NCES Handbook of Survey Methods* Lori Thurgood, 2003

The Enigmatic Realm of **Hs Algebra 2 Performance Task**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Hs Algebra 2 Performance Task** a literary masterpiece penned by a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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