

Republic of the Philippines Department of Education Region I Division of San Carlos City



d. exponential

d.  $y=2(x+1)^2-3$ 

d.  $y = x^2 - x + 6$ 

d. a-1:b-3:c-1

d. -25

#### MALACAÑANG NATIONAL HIGH SCHOOL School Year 2016-2017

Names Gr. & Section: Dante Score:

#### DIAGNOSTIC TEST GRADE 9 MATHEMATICS

c. Cubic.

General Direction: Observe honesty, orderliness and neatness of your work. Strictly follow the instruction.

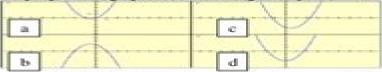
Part I: Instruction: Choose the best answer...

- An equation of second degree is called...
- a. Linear b. Quadratic
- What must be added to x<sup>2</sup> 10x to make it perfect square trinomial?
- What are the values of a, b and c in the equation 3x=x²-1? c. a=1;b=3;c=1a. a-1:b-1:=3 b. a=1:b--3:c--1
- Determine the opening of the parabola of the function f(x)=3(x+2)<sup>2</sup>
- a. upward b. downward c. to the right
- d, to the left. 5. What is the first step when solving a quadratic equation by completing the square?
- - a. take square root of both sides
  - b. get constant to one side and divide by the coefficient of the squared term
  - e. solve for x
- d. take one half the coefficient of x, square it, and add it to both sides. (This is the second step)
- What is the product of the roots of the quadratic equation that has roots 2 and -3.
  - b. -1 c. 5
- 7. What is the graph of a quadratic function? b. cubic. c. parabola.
  - d. bar graph
- Write the equation of the graph given a=2 and vertex (1, 3). a.  $y=2(x-1)^2+3$ b.  $y=2(x-1)^2-3$ c.  $y=2(x+1)^2+3$
- b<sup>1</sup> 4ac is used to

a. 9 m

- a. find the v-intercept b. determine the direction the graph opens
- c. find the number of x intercepts or nature of roots d. determine the x-value of the vertex
- 10. In  $y = 4(x + 3)^2$ -6, when transform into standard form, the equation becomes
  - d.  $y = 4x^2 + 24x + 30$ a.  $y = x^2 + 3x - 6$ b.  $y = 4x^2 + 24x + 36$ c.  $y = 4x^2 + 6x - 3$
- Find the quadratic equation that has roots 2 and -3.
  - b.  $y = 2x^2 + x + 6$ a.  $y = x^2 - x - 6$
- c.  $y = x^2 + x 6$
- 12. The length of a garden is 5 longer that its width and the area is 14 m². How long is the garden? c. 5 m. d. 2 m
- 13. The discriminant of a quadratic equation is -8. What is the nature of its roots?
- a. imaginary and equal b., imaginary and unequal c. real and equal d. real and unequal
- 14. "The graph of f(x) = x2 shifted 3 units upward", which of the following functions best describes the graph? a.  $f(x) = x^2 - 3$ b.  $f(x) = x^2 + 3$ d.  $f(x) = -3x^2$  $c. f(x) = 3x^2$
- Identify a possible graph for function f given by f(x) = x<sup>2</sup> 3

b. 7 m



16. The statement "The longer the time a candle is lighted, the shorter it becomes", represents which variation? a. direct variation b. direct square variation c. inverse variation d. joint variation

# **Grade 9 Diagnostic Test**

**Asian Development Bank** 

### **Grade 9 Diagnostic Test:**

<u>Literacy Assessment and Intervention for Classroom Teachers Beverly A.</u> **Passing the Test** Marita Moll, 2004 DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies Literacy Assessment and Intervention for Classroom Teachers Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources Grade Teacher, 1929 **Circular** United States. Office of Education, 1954 School Science and Mathematics, 1928 Test **List** Cornell University. Testing and Service Bureau,1950 California Quarterly of Secondary Education ,1929

Personality Tests and Reviews Oscar Krisen Buros,1970 Work-book in Educational Measurements Harry Andrew Greene,1928 Report of the Committee of Fifteen of the California High School Teachers' Association on Secondary Education in California, 1923 California High School Teachers' Association. Committee of fifteen,1924 The Journal of Educational Research ,1928 Resources in Education ,1996-10 Educational Outlook ,1928 The Psychology of Reading Mildred C. Robeck,Randall R. Wallace,2017-11-06 The need to know why as well as how children and youth respond as they do to reading instruction has guided the selection of this book s content The second edition of this title originally

published in 1990 has retained and elaborated upon the three major themes previously presented that reading is a linguistic process that motivation the affective domain may be as important in learning to read as the cognitive domain and that the reality of learning theory is to be found in the mechanisms of the brain where information is mediated and memory traces are stored The text integrates views from cognitive psychology psycholinguistics and neuropsychology as they relate to reading and writing A learning motivation model is provided to present associative learning conceptualization and self directed reading in a hierarchical relationship with distinct cognitive and affective components The distinction between beginning and proficient reading is maintained throughout the text A Selected and Annotated Bibliography on Professional

Literature in Education California High School Teachers' Association. Committee of Fifteen, Frank Charles Touton, 1924

Supporting Lagging Students and Learning for All Asian Development Bank, 2022-03-01 This publication introduces the Diagnose and Supplement System of Basic Skills DASOBS an online offline system for academically low achievement

students from grades 1 to 10 in the Republic of Korea It outlines the purpose features and history of DASOBS and describes the pipeline content and operations of the system DASOBS which involves form based adaptive testing is administered four times a year with supplemental materials provided so that students can study subjects and lessons according to their achievement levels This publication also presents policy implications of DASOBS in the education sector It will be useful for policymakers educators and other stakeholders especially those seeking to increase targeted support for academically Developmental-Behavioral Pediatrics William B. Carey, Allen C. Crocker, Ellen Roy Elias, William underachieving students P. Coleman, 2009-04-28 The fourth edition of Developmental Behavioral Pediatrics the pioneering original text emphasizes children's assets and liabilities not just categorical labels It includes fresh perspectives from new editors Drs William Coleman Ellen Elias and Heidi Feldman as well as further contributions from two of the original editors William B Carey M D and Allen C Crocker M D This comprehensive resource offers information and guidance on normal development and behavior genetic influences the effect of general physical illness and psychosocial and biologic factors on development and behavior It is also sufficiently scholarly and scientific to serve as a definitive reference for researchers teachers and consultants With a more user friendly design and online access through Expert Consult functionality this resource offers easy access comprehensive guidance Features new chapters dealing with genetic influences on development and behavior crisis management coping strategies self esteem self control and inborn errors of metabolism to cover the considerable advances and latest developments in the field Focuses on the clinical aspects of function and dysfunction rather than arranging subjects according to categorical labels Emphasizes children's assets as well as their liability so you get a well developed approach to therapeutic management Concludes each chapter with a summary of the principle points covered with tables pictures and diagrams to clarify and enhance the presentation Offers a highly practical focus emphasizing evaluation counseling medical treatment and follow up Features superb photos and figures that illustrate a wide variety of concepts

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