

4. One of the perks of the 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	\$59.54	1761 MB / 1.7 GB
2	90	\$119.08	3522 MB / 3.4 GB
3	135	\$178.62	5283 MB / 5.1 GB
4	180	\$238.16	7044 MB / 6.9 GB
5	225	\$297.70	8805 MB / 8.6 GB

5. Let us assume that you bought a 16 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.

Size of songs that can fit
 $2(16)(1024) + 50 \leq 16(1024)$
 $3072 + 50 \leq 16384$
 $3122 \leq 16384$
 $13262 \leq 16384$

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.

$\$249$
 $\$349$
 $\$279$
 $\$349$

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 songs
 $(443) \text{ songs}$
 154 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

J Elliott



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

Resources in Education ,2000-10 *The Link* ,1992 **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

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

Rigorous Curriculum Design Larry Ainsworth, 2010 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year Rigorous Curriculum Design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

NCES Handbook of Survey Methods Lori Thurgood, 2003 **Focus on Evaluation and Measurement**, 1992 **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards

with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success. Features include: The entire text has been reorganized so that assessment takes a more central role in planning and teaching. Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices. A new feature, Links and Resources, has been added to each of the 13 chapters. While the book includes a substantial listing of citations and resources, after the chapters, five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics. A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic. A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences. Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers, including apps that can be run on handheld personal devices. An updated Instructor's Manual features a test bank, sample classroom activities, Powerpoint slides, chapter summaries, and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com. 9780367146511 SAGE Handbook of Research on Classroom Assessment

James H. McMillan, 2013. The Sage Handbook of Research on Classroom Assessment provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research: quantitative, qualitative, mixed methods. To provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area, it presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher

behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010 **Accessing the General Curriculum** Victor Nolet, Margaret J. McLaughlin, 2005-06-01 Featuring updated strategies for fitting special education into frameworks created by standards and assessments this indispensable resource shows teachers how to achieve expected results with all students *Practical Handbook of School Psychology* Gretchen Gimpel Peacock, Ruth A. Ervin, Kenneth W. Merrell, Edward J. Daly, III, 2012-07-20 Bringing together leading authorities this concise state of the science Handbook delves into all aspects of problem solving based school psychology practice Thirty four focused chapters present data based methods for assessment analysis intervention and evaluation with special attention given to working in a response to intervention framework Tools and guidelines are provided for promoting success in key academic domains reading writing and math Social emotional and behavioral skills are thoroughly *Assessment that Informs Practice* ,2000 **Behavioral Assessment in Schools** Edward Steven Shapiro, Thomas R. Kratochwill, 2000-06-13 A landmark text this volume systematically addresses the issues involved in developing behavioral assessment strategies for educational rather than clinical settings The theoretical and conceptual underpinnings of widely used assessment methods are discussed and their strengths and limitations evaluated Attention is given to legal and professional issues decision making processes in educational diagnosis and culturally sensitive assessment practices Deeper Competency-Based Learning Karin Hess, Rose Colby, Daniel Joseph, 2020-05-06 The roadmap for your school s CBE journey The one size fits all instructional and assessment practices of the past no longer equitably meet the needs of all students Competency based education CBE has emerged not only as an innovation in education but as a true transformation of the approaches to how we traditionally do school In Deeper Competency Based Learning the authors share best practices from their experiences implementing CBE across states districts and schools Leaving no stone unturned readers are guided step by step through CBE implementation and validation phases beginning with defining your WHY and collaborative development of the competencies describing deeper learning The CBE readiness tools and reflections inside will help your team Build the foundation for organizational shifts by examining policies leadership culture and professional learning Dig in to shifts in teaching and learning structures by addressing rigorous learning goals competency based assessment evidence based grading and body of evidence validation Take a deep dive into the shift to student centered classrooms through personalized instructional strategies that change mindsets regarding teacher student roles responsibilities and classroom culture Discover how your students can demonstrate deeper learning of academic content and develop personal success skills by maximizing time place and pace of learning with this roadmap for your CBE journey

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