

## EXERCISE

## SHORT ANSWER TYPE QUESTIONS

**Q1.** Write the following sets in the roster form:

- (i)  $A = \{x : x \in \mathbb{R}, 2x + 11 = 15\}$  (ii)  $B = \{x \mid x^2 = x, x \in \mathbb{R}\}$  (iii)  $C = \{x \mid x \text{ is a positive factor of a prime number } P\}$

**Sol.** (i) Given that:  $A = \{x : x \in \mathbb{R}, 2x + 11 = 15\}$   
 $\therefore 2x + 11 = 15 \Rightarrow 2x = 15 - 11 \Rightarrow 2x = 4 \Rightarrow x = 2$   
 Hence,  $A = \{2\}$

(ii) Given that:  $B = \{x \mid x^2 = x, x \in \mathbb{R}\}$   
 $\therefore x^2 = x \Rightarrow x^2 - x = 0 \Rightarrow x(x - 1) = 0$   
 $\therefore x = 0, x = 1$   
 Hence,  $B = \{0, 1\}$

(iii) Given that:  $C = \{x \mid x \text{ is a positive factor of a prime number } P\}$   
 So, the positive factors of prime number  $P$  are 1 and  $P$ .  
 Hence,  $C = \{1, P\}$

**Q2.** Write the following sets in the roster form:

- (i)  $D = \{t \mid t^3 = 1, t \in \mathbb{R}\}$  (ii)  $E = \left\{w \mid \frac{w-2}{w+3} = 3, w \in \mathbb{R}\right\}$

(iii)  $F = \{x \mid x^4 - 5x^2 + 6 = 0, x \in \mathbb{R}\}$

**Sol.** (i) Given that:  $D = \{t \mid t^3 = 1, t \in \mathbb{R}\}$   
 $\therefore t^3 = 1$   
 $\Rightarrow t^3 - t = 0 \Rightarrow t(t^2 - 1) = 0$   
 $\Rightarrow t(t-1)(t+1) = 0 \Rightarrow t = 0, t = 1, t = -1$   
 Hence,  $D = \{-1, 0, 1\}$

(ii) Given that:  $E = \left\{w \mid \frac{w-2}{w+3} = 3, w \in \mathbb{R}\right\}$

$\therefore \frac{w-2}{w+3} = 3$   
 $\Rightarrow 3w + 9 = w - 2 \Rightarrow 3w - w = -2 - 9$   
 $\Rightarrow 2w = -11 \Rightarrow w = \frac{-11}{2} \in \mathbb{R}$

Hence,  $w = \left\{\frac{-11}{2}\right\}$

# Grade 11 Mathematics Exemplars

**Sharon Grover, Lizette D. Hannegan**

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

## **Grade 11 Mathematics Exemplars:**

**ENC Focus ,2000      Technical Report of the NAEP 1996 State Assessment Program in Mathematics** Nancy L. Allen,1997 The purpose of this report is to provide technical information about the 1996 State Assessment in Mathematics It provides a description of the design for the State Assessment and gives an overview of the steps involved in the implementation of the program from the planning stages through to the analysis and reporting of the data The report describes in detail the development of the cognitive and background questions the field procedures the creation of the database and data products for analysis and the methods and procedures used for sampling analysis and reporting It does not provide the results of the assessment rather it provides information on how those results were derived Chapters include 1 Overview The Design Implementation and Analysis of the 1996 State Assessment Program in Mathematics 2 Developing the Mathematics Objectives Cognitive Items Background Questions and Assessment Instruments 3 Sample Design and Selection 4 State and School Cooperation and Field Administration 5 Processing and Scoring Assessment Materials 6 Creation of the Database Quality Control of Data Entry and Creation of the Database Products 7 Weighting Procedures and Variance Estimation 8 Theoretical Background and Philosophy of National Assessment Educational Progress NAEP Scaling Procedures 9 Data Analysis and Scaling for the 1996 State Assessment Program in Mathematics and 10 Conventions Used in Reporting the Results of the 1996 State Assessment Program in Mathematics Appendices include Participants in the Objectives and Item Development Process Summary of Participation Rates Conditioning Variables and Contrast Codings IRT Item Response Theory Parameters for Mathematics Items State Assessment Program Reporting Subgroups Composite and Derived Common Background Variables and Composite and Derived Reporting Variables Setting the NAEP Achievement Levels for the 1996 State Assessment in Mathematics Correction of the NAEP Program Documentation Error in the 1992 State Mathematics Results The Information Weighting Error and Sample Design and Selection Tables Contains 78 references ASK      **The Mathematics Lesson-Planning Handbook, Grades 6-8** Lois A. Williams,Beth McCord Kobett,Ruth Harbin Miles,2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile

tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners Common Core English Language Arts in a PLC at Work®, Grades 9-12 Douglas Fisherr,Nancy Frey,2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning Exemplars of the Teacher's Cognitive Domain R. C. Bradley,Norman Wesley Earp,1967 **The NAEP ... Technical Report** ,1992 **A Close Look at Close Reading** Barbara Moss,Diane Lapp,Maria Grant,Kelly Johnson,2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start their journey *Rigor in Your*

*Classroom* Barbara R. Blackburn, 2014-04-24 Teachers are required to increase the rigor for students but how This book by bestselling author and rigor expert Barbara Blackburn has the answer It is a treasure chest of more than 200 practical and highly effective tools that can be used across grade levels and subject areas to increase student rigor leading your students to higher engagement and deeper learning Topics covered include Asking higher level questions Scaffolding to help all students achieve success Differentiating instruction and using modifications Fostering independence through gradual release of responsibility Increasing text difficulty and teaching close reading Setting high expectations Changing students views of success Encouraging effort and goal setting Creating an environment that is conducive to learning Using effective grading policies and assessment tools Working with parents colleagues and administrators And much much more Rigor in Your Classroom will be your go to resource throughout the school year as you continually return to it to try new tools with your students Bonus The tools are accompanied by graphic organizers charts templates and reproducibles for easy implementation

**Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria** Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions Listening to Learn Sharon Grover, Lizette D.

Hannegan, 2011-11-17 Listening to Learn connects audiobooks with K 12 curricula and demonstrates how the format can support national learning standards and literacy skills Resources in Education , 1998 **Investigations in Mathematics Education** , 1982 Teaching by Design in Elementary Mathematics, Grades K-1 Jennifer Stepanek, Melinda Leong, Linda Griffin, Lisa Lavelle, 2010-11-16 Strengthen your mathematics lessons through collaborative planning Teaching

by Design in Elementary Mathematics is a series of comprehensive professional development guides that help teachers investigate how students learn Grounded in the latest research this book is one of three volumes focused on grade appropriate number and operations topics aligned with the Common Core State Standards The capstone activity of each book guides the group through the co creation and implementation of a prototype lesson The teacher teams then evaluate the impact of the lesson on student learning and work together to revise it for maximum effectiveness Through the process teachers develop Deeper content knowledge of important mathematical concepts Improved understanding of how students learn these mathematical ideas A stronger foundation for developing effective lessons and improving instruction Enhanced collaboration skills Each volume includes a large assortment of reproducible handouts as well as built in facilitation notes Teachers will also find helpful resources that address the issue of finding time for school based professional development and teacher collaboration

Crime Scene Processing and Investigation Workbook, Second Edition Christine R. Ramirez,Casie L. Parish-Fisher,2020-02-05 Crime Scene Processing and Investigation Workbook Second Edition is the only workbook which directly supports and cross references methodology and terminology presented in Ross Gardner and Donna Krouskup s perennial best seller Practical Crime Scene Processing and Investigations Third Edition The workbook serves as supporting material offering hands on activities to supplement theories and methodologies within the text as well as updated activities to support the new material presented in the Third Edition As the number of forensic academic programs within the United States continue to grow and the textbook continues to be a go to standard in the field the workbook remains an invaluable reference for academics forensic training providers and law enforcement training programs The detailed Instructor s Manual IM lends itself not only to experts who have utilized these procedures before but also to the novice and student who may be introduced to these topics in a classroom setting for the first time The workbook conducts over 30 activities with detailed instructions concept overviews and reflective post lab questions Crime Scene Processing and Investigation Workbook Second Edition continues to stand as the best workbook on the market addressing foundational principles in a hands on manner while directly correlating to the concepts addressed in the Gardner and Krouskup textbook

**Annual Report** South Africa. Department of Basic Education,2016

*College Knowledge* David T. Conley,2008-01-28 Although more and more students have the test scores and transcripts to get into college far too many are struggling once they get there These students are surprised to find that college coursework demands so much more of them than high school For the first time they are asked to think deeply write extensively document assertions solve non routine problems apply concepts and accept unvarnished critiques of their work College Knowledge confronts this problem by looking at the disconnect between what high schools do and what colleges expect and proposes a solution by identifying what students need to know and be able to do in order to succeed The book is based on an extensive three year project sponsored by the Association of American Universities in partnership with The Pew Charitable Trusts This landmark research identified what it takes to succeed in entry level

university courses Based on the project s findings and interviews with students faculty and staff this groundbreaking book delineates the cognitive skills and subject area knowledge that college bound students need to master in order to succeed in today s colleges and universities These Standards for Success cover the major subject areas of English mathematics natural sciences social sciences second languages and the arts      **Teaching Children Mathematics** ,2006      *Common Core* Nicholas Tampo,2018-03 Intro Contents Acknowledgments Introduction Do We Need a Common Core 1 Arguments for National Education Standards 2 Arguments against National Education Standards 3 English Standards Close Reading and Testing 4 Math Standards Understanding and College and Career Readiness 5 Science Standards Scientific Unity and the Problem of Sustainability 6 History Standards American Identity and the Politics of Storytelling 7 Sexuality Standards Gender Identity and Religious Minorities Conclusion Democracy Education Standards and Local Control Epilogue Democracy and the Test Refusal Movement Notes References Index A B C D E F G H I J K L M N O P R S T U V W Z About the Author      [A Close Look at Close Reading](#) Diane Lapp,Barbara Moss,Maria Grant,Kelly Johnson,2015-01-30 Find out how to teach young learners to be close readers and how to make close reading a habit of practice in the elementary classroom      **Education at a Glance 2023 Sources, Methodologies and Technical Notes** OECD,2023-09-12 This publication provides additional reference material for Education at a Glance 2023 the authoritative source for data on the state of education around the world It provides guidance on the data and methodology used to calculate each indicator It also contains references to the sources and specific notes for each country

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