

1 Chapter Test

Find the value of the expression. Use estimation to check your answer.

1. $3963 + 2379$

2. $6184 - 2348$

3. 184×26

4. $207 \div 23$

Find the value of the power.

5. 2^3

6. 15^2

7. 5^4

Evaluate the expression.

8. $11 \times 8 - 6 \div 2$

9. $5 + 2^3 + 4 - 2$

10. $6 + 4(11 - 2) \div 3^2$

List the factor pairs of the number.

11. 52

12. 66

Write the prime factorization of the number.

13. 46

14. 28

Find the GCF of the numbers using lists of factors.

15. 24, 54

16. 16, 32, 72

Find the GCF of the numbers using prime factorizations.

17. 52, 65

18. 18, 45, 63

Find the LCM of the numbers using lists of multiples.

19. 14, 21

20. 9, 24

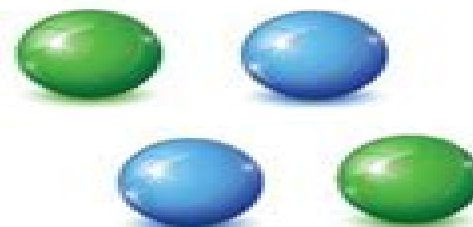
Find the LCM of the numbers using prime factorizations.

21. 26, 39

22. 6, 12, 14

23. **BRACELETS** You have 16 yellow beads, 20 red beads, and 24 orange beads to make identical bracelets. What is the greatest number of bracelets that you can make using all the beads?

24. **MARBLES** A bag contains equal numbers of green and blue marbles. You can divide all the green marbles into groups of 12 and all the blue marbles into groups of 16. What is the least number of each color of marble that can be in the bag?



25. **SCALE** You place a $3\frac{3}{8}$ -pound weight on the left side of a balance scale and a $1\frac{1}{5}$ -pound weight on the right side. How much weight do you need to add to the right side to balance the scale?

End Of Course Test Big Ideas Math

RJ Shavelson



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Prioritizing the Common Core Larry Ainsworth, 2013 The consensus among educators nationwide is that in depth instruction paired with focused assessment of essential concepts and skills are far more effective than superficially covering every concept and skill in the standards Educators are faced with the task of teaching all standards while meeting the extraordinary range of student learning needs Prioritizing the Common Core offers common sense solutions to the dilemmas teachers face today in implementing the new more rigorous national standards Chapters present a rationale for prioritizing the Common Core a step by step process for prioritizing standards in language arts and mathematics strategies for soliciting feedback and input from everyone in the district or school prior to the final determination of the Priority Standards and detailed summaries of the process schools in six different districts used to identify their Priority Standards with accompanying commentary by those who directed the work

See It, Say It, Symbolize It Patrick L. Sullivan, 2024-06-04 Reimagining elementary mathematics pedagogy using a three step process See It Say It Symbolize It author Patrick L. Sullivan provides a guide for developing a dynamic and flexible understanding of numbers and operations By helping students develop a language that is consistent across concepts and connecting it to what is seen and symbolized teachers empower their students to engage in reasoning they will utilize throughout their lives This book will help K 5 educators Apply the See It Say It Symbolize It framework to foundational mathematical concepts and operations Reframe common mathematical language to increase students conceptual understanding and make connections between ideas that are often seen as disconnected Compare the traditional process of communicating foundational mathematical ideas to the See It Say It Symbolize It process with descriptive examples Comprehend the superpower understandings in elementary mathematics which help students develop a dynamic and flexible understanding of numbers and operations as well as connect multiple concepts Internalize chapter content with reflection prompts and end of chapter application guides Contents Introduction How Did I Get Here Chapter 1 Early Number Concepts Chapter 2 Same Numeral Different Meanings Chapter 3 Fractions The F Word of Elementary Mathematics Chapter 4 Addition Chapter 5 Subtraction Chapter 6 Multiplication Chapter 7 Division Chapter 8 Ratios Proportions and Percentages Oh My Final Thoughts Glossary References and Resources Index

The TurnAround ToolKit Lynn Winters, Joan Herman, 2011 Lynn Winters s and Joan Herman s The Turnaround Toolkit is written for school leaders who are focused on transforming instruction and who may be working under significant time constraints to reverse declining student achievement or public perceptions of school failure Based on the evidence that simply implementing continuous improvement is not enough to close the achievement gap The Turnaround Toolkit provides a nine step formative evaluation program designed to achieve an immediate and consistent focus on improving instruction in order to bolster student achievement In a straightforward and accessible fashion Herman and Winters explain three overarching Turnaround Tasks that frame these steps and the necessary and sometimes drastic actions that must be taken by

school leaders as they use data to strategically choose implement monitor and revise school interventions A dedicated online toolkit offers numerous worksheets and templates that support each stage of the process and help school leaders scaffold the work of educators to put an aggressive turnaround plan into action while a leadership guide at the end of the book provides guidance to turnaround teams and facilitators

Navigating the New Pedagogy Jeff Halstead, 2011-06-16 In the early 21st Century a new vision for classroom practice emerged that looks very different from the teaching that existed previously This new teaching is a synthesis of effective curriculum big ideas nurturing relationships differentiated instruction appropriate assessment teaching to standards use of technology and solid understanding of the content being taught Six core principles emerge from the new educational theory that have the power to define and organize this new vision for classroom practice and to transform teaching itself Navigating the New Pedagogy Six Principles that Transform Teaching provides this vital map of education s new landscape of the current best practices and philosophies Teachers administrators and education professors will find ideas that will help transform classrooms into positive productive learning environments

Leadership of Assessment, Inclusion, and Learning Shelleyann Scott, Donald E. Scott, Charles F. Webber, 2015-10-20 This book provides pragmatic strategies and models for student assessment and ameliorates the heightened sense of confusion that too many educators and leaders experience around the complexities associated with assessment In particular it offers guidance to school and district personnel charged with fair and appropriate assessment of students who represent a wide variety of abilities and cultures Chapters focus on issues that directly impact the educational lives of teachers students parents and caregivers Importantly the confluence of assessment practices and community expectations also are highlighted Assessment is highly politicised in contemporary society and this book will both confirm and challenge readers beliefs and practices Indeed discerning readers will understand that the chapters offer them a bridge from many established assessment paradigms to pragmatic ethical solutions that align with current expectations for schools and districts In Part One readers engage with concepts and skills needed by school learning leaders to guide optimal assessment practices Part Two delves into student assessment within and across disciplines Part Three provides pragmatic approaches that address assessment in the context of inclusive intercultural education pluralism and globalisation

Prentice Hall Chemistry , 2000

Understanding by Design Grant Wiggins, Jay McTighe, 2005-03-15 ASCD Bestseller Wiggins and McTighe provide an expanded array of practical tools and strategies for designing curriculum instruction and assessments that lead students at all grade levels to genuine understanding How do you know when students understand Can you design learning experiences that make it much more likely that students understand content and apply it in meaningful ways Thousands of educators have used the Understanding by Design UbD framework to answer these questions and create more rigorous engaging curriculums Now this expanded 2nd edition gives you even more tools and strategies for results oriented teaching An improved template for creating curriculum units based on the breakthrough backward design method More specific

guidelines on how to frame the big ideas you want students to understand Better ways to develop the essential questions that form the foundation of high quality curriculum and assessment An expanded toolbox of instructional approaches for obtaining the desired results of a lesson More examples across all grade levels and subjects of how schools and districts have used the UbD framework to maximize student understanding Educators from kindergarten through college can get everything they need guidelines stages templates and tips to start designing lessons units and courses that lead to improved student performance and a more stimulating experience for students and teachers alike

How to Teach Mathematics, Second Edition Steven George Krantz,1999 This expanded edition of the original bestseller How to Teach Mathematics offers hands on guidance for teaching mathematics in the modern classroom setting Twelve appendices have been added that are written by experts who have a wide range of opinions and viewpoints on the major teaching issues Eschewing generalities the award winning author and teacher Steven Krantz addresses issues such as preparation presentation discipline and grading He also emphasizes specifics from how to deal with students who beg for extra points on an exam to mastering blackboard technique to how to use applications effectively No other contemporary book addresses the principles of good teaching in such a comprehensive and cogent manner The broad appeal of this text makes it accessible to areas other than mathematics The principles presented can apply to a variety of disciplines from music to English to business Lively and humorous yet serious and sensible this volume offers readers incisive information and practical applications

Handbook of Research on Teaching Drew Gitomer,Courtney Bell,2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume s 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields

Dyslexia Way of Thinking Steven Milner,2011-06-27 The dyslexic guide is solution to understanding dyslexia from the personal interest from living with it on a daily basis and being in education with this way of thinking To creat a real understanding of dyslexia as a way of thinking and not as a weaknesses disability The story and experience of Steven Milner learning with dyslexia and his struggles to achieve his goals in the education system and learning to overcome his problems Understand what a dyslexic person sees and how they think Showing how the dyslexia sees life and how they work things within their mind Learning how to use a dyslexia as way of thinking and learning that dyslexia is not a disability Learning how to use the dyslexic thinking strategies to overcome and develop your dyslexic study skills This is a book is for students parents and teachers This book is written in Dyslexic So a non dyslexic person can read in world of dyslexic

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