

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

N Colangelo



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

[Resources in Education](#) ,2000-10 **Assessment that Informs Practice** ,2000 [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 Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more **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 *Contexts of Teaching* Jesus Garcia,Elizabeth Spalding,Richard R. Powell,2001 This unique new book enters into the middle and high school teaching methods market with an intimate first person approach and an emphasis on reflective teaching Reader biography teaching philosophy and portfolio activities make this a practical book rich in applications Teaching is portrayed as a process of ongoing learning growth and development and a strong emphasis is placed on multiculturalism and diversity While most books tend to take a more traditional skills based approach Contexts of Teaching presents teaching methods from a constructivist inquiry perspective consistent with current educational trends Chapter topics include Knowing Middle and High School Students Rethinking Classroom Management considering Curriculum planning instruction Selecting Instructional Materials Teaching with Technology Implementing Instruction Strategies and Methods Assessing Student Learning Understanding the Role of Community Making a Difference in Today s Classrooms and Reflecting for Professional Renewal For teachers of middle and high school students

Unveiling the Magic of Words: A Report on "**Hs Algebra 2 Performance Task**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Hs Algebra 2 Performance Task**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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reducing fatalities in 2003 04 the last full year of statistics available prior to the introduction of the regulations there were 67
fatal accidents 4 and 1 107 major injuries as a result of falling from a height accounting for 28 per

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work at height these regulations are mandatory and apply to all companies and workers involved in the construction industry

in singapore the ministry of manpower mom is responsible for enforcing these regulations

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web over time the safety culture in the workplace will evolve so that every person takes it as his responsibility to ensure a safe and healthy workplace it is also very important for persons who are working at height to be competently trained in the work to be done aware of the risks involved and follow the required safe work procedures which