



FATHER URIOS INSTITUTE OF TECHNOLOGY OF AMPAYON, INC.
Ampayon, Butuan City

1st Final Examination
Grade 8 Mathematics

Name: _____ Section: _____ Score: _____

Test I. Modified TRUE or FALSE (10 points)

Directions: Write TRUE if the sentence is true and FALSE if it's wrong and underline the sentence that makes it wrong.

- _____ 1. Rewrite expressions with a negative denominator as a positive rational expression.
- _____ 2. To multiply exponential expression with the same base, copy the base and add the exponents.
- _____ 3. To raise a product to a certain power, raise each factor to the given power.
- _____ 4. Do not cancel common terms.
- _____ 5. To raise a fraction to a certain power, raise the numerator and the denominator.
- _____ 6. $\frac{a}{b} \cdot \frac{c}{d} = \frac{ac}{bd}$
- _____ 7. If x is a nonzero number, then $x^0 = 0$.
- _____ 8. $x^{-a} = \frac{1}{x^{-a}}$
- _____ 9. $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \cdot \frac{c}{d} = \frac{ac}{bd}$
- _____ 10. To simplify rational expressions, factor the numerator and denominator completely then cancel any factor.

Test II. Matching Type (5 points)

Match the expressions to the method used to factor it.

Direction: Write the letter of the correct answer. Use **CAPITAL LETTERS** only.

- _____ 11. $m^2 - 6m + 9$
- _____ 12. $216x^2 - y^3$
- _____ 13. $25x^2 - 100y$
- _____ 14. $x^2 + 7x + 10$
- _____ 15. $3x^2 + 6x$

Test III. Multiple Choice (13 points)

Direction: Write the letter of the correct answer. Use **CAPITAL LETTERS** only.

- _____ 16. Write an algebraic expression for the sum of a number and 8.
A. $8x$ B. $x+8$ C. $x+8$ D. $x+8$
- _____ 17. Write an algebraic expression for 27 decreased by a number.
A. $27+m$ B. $27-m$ C. $m-27$ D. 27
- _____ 18. Simplify $2(a+3b)+3(4a+b)$.
A. $6a+6b$ B. $14a+9b$ C. $14a+4b$ D. $6a+7b$
- _____ 19. Perform the indicated operations: $[9x^2+9x^4+4+6x^3]-(5x+2x^3+5x^4+3x^2)$
A. $4x^4+8x^3+12x^2+9$ C. $4x^4+4x^3+6x^2-1$
B. $14x^2+8x^3+12x^2+9$ D. $14x^4+8x^3+12x^2-1$

For nos. 20 – 21, use the rules on exponents to simplify each expression.

- _____ 20. $(-6x)(-3x^2)$
A. $18x^3$ B. $-18x^3$ C. $18x^2$ D. $-18x^2$
- _____ 21. $(x^3y^2)^5$
A. $x^{15}y^{10}$ B. x^5y^7 C. $x^{-2}y^{-3}$ D. $15x^{10}y$

For nos. 22 – 25, find each product.

- _____ 22. 6

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What Mathematics Do Students Know and How is that Knowledge Changing? Peter Kloosterman, Doris Mohr, Crystal Walcott, 2015-09-01 This volume is intended for researchers curriculum developers policy makers and classroom teachers who want comprehensive information on what students at grades 4 8 and 12 the grades assessed by NAEP can and cannot do in mathematics After two introductory chapters on the design of NAEP the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items These chapters are organized by content area and then by topic e g understanding of place value knowledge of transformations ability to use metric and U S systems of measurement and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary middle and high school mathematics curriculum Additional chapters focus on student reasoning U S performance on international assessments and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics Several themes emerge from the volume One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years it has slowed more on some topics than others Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught For example there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing In contrast while relatively few twelfth grade students have ever been good at factoring trinomials performance on this skill seems to be decreasing This suggests that while more students are completing advanced mathematics courses in high school these courses are not helping in the area of factoring trinomials Finally there are limitations to using NAEP as a measure of student performance on the Common Core State Standards To the extent that NAEP can be used however the NAEP data show a substantial gap between expectations and performance

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Education Sector Plans and their Implementation in Developing Countries Roy Carr-Hill, 2023-03-09

This book examines the factors affecting the successful implementation of Education Sector Plans in developing countries. It provides a detailed comparison that draws on data from 27 countries to offer careful research conclusions and policy recommendations. Offering a detailed comparison of the schooling situation e.g. availability of potable water and toilets provision for the disabled as well as educational outcomes both test scores and percentages out of school from the 27 countries using empirical evidence the book examines the resources that have been invested in different education sectors investigating the development and success of each plan. The volume uses correlation analysis to compare factors including the availability of government funding national characteristics ministerial decisions influences of country and donor stakeholders as well as district and school level issues. Thorough comparative analysis of the data is then demonstrated with two measures of

achievements to identify which factors can be considered as the most important in order to reach realistic policy and research conclusions Timely and engaging this book will be of great interest to researchers scholars and postgraduate students in the field of education and international development comparative education and international education more broadly

Parallel Processing and Applied Mathematics Roman Wyrzykowski, Jack Dongarra, Ewa Deelman, Konrad Karczewski, 2018-03-22 The two volume set LNCS 10777 and 10778 constitutes revised selected papers from the 12th International Conference on Parallel Processing and Applied Mathematics PPAM 2017 held in Lublin Poland in September 2017 The 49 regular papers presented in the proceedings were selected from 98 submissions For the workshops and special sessions that were held as integral parts of the PPAM 2017 conference a total of 51 papers was accepted from 75 submissions The papers were organized in topical sections named as follows Part I numerical algorithms and parallel scientific computing particle methods in simulations task based paradigm of parallel computing GPU computing parallel non numerical algorithms performance evaluation of parallel algorithms and applications environments and frameworks for parallel distributed cloud computing applications of parallel computing soft computing with applications and special session on parallel matrix factorizations Part II workshop on models algorithms and methodologies for hybrid parallelism in new HPC systems workshop power and energy aspects of computations PEAC 2017 workshop on scheduling for parallel computing SPC 2017 workshop on language based parallel programming models WLPP 2017 workshop on PGAS programming minisymposium on HPC applications in physical sciences minisymposium on high performance computing interval methods workshop on complex collective systems

Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen, 2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research and an entirely new section has been added on research methods in special education

Organic Chemistry Education Research into Practice Jay Wackerly, Sarah Zingales, Michael Wentzel, Gautam Bhattacharyya, Brett McCollum, 2025-03-25 This Research Topic has three main goals 1 provide a platform for instructors of organic chemistry to showcase evidence based methods and educational theories they have utilized in their classrooms 2 build new and strengthen existing connections between educational researchers and practitioners and 3 highlight how people have used chemical education based research in their teaching practice There are places in the literature dedicated for chemical education research CER however there is not a clear avenue for those that have changed their teaching methods based on published CER and report their experiences Creating this article collection will foster collaboration between chemical education researchers and teachers of organic chemistry This opportunity allows

these instructors to share evidence based practices experiences challenges and innovative approaches from CER literature and beyond This Research Topic bridges discipline based education research and the scholarship of teaching and learning which will help advance organic chemistry education and improve student outcomes *Mobile Learning and STEM* Helen Crompton,John Traxler,2015-12-07 In recent years there has been a renewed focus on STEM education in the United States fueled by evidence that young learners competencies in science technology engineering and mathematics are falling behind those of their global peers Scholars and practitioners are beginning to utilize the new pedagogical opportunities offered by mobile learning to improve the successes of teachers and K 12 students across STEM subjects *Mobile Learning and STEM Case Studies in Practice* is a comprehensive collection of case studies that explore mobile learning s support of STEM subjects and that utilize mobile technology to facilitate unique and effective K 12 teaching and learning experiences In addition to its focus on STEM achievement for researchers this volume is a resource for teachers working to implement mobile learning initiatives into their classrooms *Mobile Learning and STEM* also includes research that is applicable to classrooms in nations around the world where few students from underrepresented racial and socioeconomic backgrounds are entering into STEM jobs Concluding with a summary of its research and its implications to future scholarship and practice this book is a springboard for practitioners specialists higher education instructors and researchers who want to establish better practices in schools and raise student achievement in STEM subjects *Expanding Ecological Approaches to Language, Culture, and Identity* Jaran Shin,2023-12-22 This book explores the process of identity re construction among mixed heritage children within the context of globalization through the lens of its intersection with Korean society The volume illustrates how these multicultural children mediate hybrid social spaces and examines their personal approaches toward translating resisting and transforming the entanglements engendered in those spaces By tracing the trajectories of their identity re formations over several years the book details the paths these youths have taken to navigate diverse contact zones and cope with institutional regulatory mechanisms It highlights that in the face of prevailing social stigma they actively involve themselves in political action in their day to day lives they redefine what it means to be Korean and but multicultural challenge simplistic membership boundaries and develop unique strategies to resist and subsist These efforts to question the essentialist logic of authenticity demonstrate that these youths situated at the convergence of globalization migration inequality and political power represent a challenge to both national and global orders Arguing that ecological perspectives need to direct greater attention toward the political as well as the posthumanist dimensions of language culture and identity this book is key reading for scholars in applied linguistics intercultural communication and Asian studies

iCEER2014-McMaster Digest Mohamed Bakr,Ahmed Elsharabasy,2014-11-18 International Conference on Engineering Education and Research *Oswaal ICSE Question Bank Chapter-wise Topic-wis Class 10 Math | For Board Exam 2025* Oswaal Editorial Board,2024-04-09 Description of the Product 100% Updated with Latest Syllabus Questions Typologies We

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Kitchen Hannah,Fordham Elizabeth,Henderson Kirsteen,Looney Anne,Maghnoij Soumaya,2017-05-03 Romania s education system has made impressive strides over the past two decades with an increasing share of students mastering the basic competencies that they need for life and work But these average improvements mask significant disparities in learning outcomes and attainment with an Reviewing the Success of Full-Service Community Schools in the US Mavis G.

Sanders,Claudia Galindo,2020-03-05 Originally published as a special issue of the Journal of Education for Students Placed at Risk this expanded text provides new insights into the successful sustained implementation of Full Service Community Schools FSCSs in the United States Reviewing the Success of Full Service Community Schools in the US documents the experiences of students teachers and communities involved in the establishment and growth of FSCSs By considering how successful this reform strategy has been in meeting the needs of underserved communities the text illustrates the potential these schools have to transform students learning and outcomes In particular the studies illustrate the value these schools have in supporting low income students and students of color At the same time by interrogating the defining pillars of FSCSs expanded learning opportunities integrated services family and community engagement and collaborative leadership chapters identify challenges that if left unattended could limit the transformative potential of this reform strategy This groundbreaking text will be of great interest to graduate and postgraduate students researchers academics professionals and policy makers in the fields of Educational Change and School Reform Multicultural Education Sociology of Education Education Policy and School Management and Administration

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