Cumulative Test CHARTER

Choose the best answer.

- Evaluate 6(18 4).
 - A 21

C 26

B 23

- D 102
- 2. Evaluate the expression 3(4a-5)-bfor a = 6 and b = -3.
 - F 54

H 64

G 60

- J 70
- Evaluate |3 r | for r = 10.
 - A = 13B = 7

- C: 7
- D 13
- 4. In which quadrant is the coordinate pair (-11, 1) located?
 - FI

PH IIII

GIII

- J IV
- 5. Solve the equation $\frac{m}{3} + 5 = 1$.
 - A = 18

C 2

B -2

- D 12
- Solve the inequality -7 ≤ 2x + 9.
 - $F.x \le -1$
- $H \times \geq -8$

 $G_{\rm i} \times < 1$

- $J \times > B$
- Evaluate d³ for d = -5.
 - A -243
- C = 75
- B = 125
- D = 15
- Simplify z⁹ z³.
 - F 23

H4 - 2 52

Ca 2"

- A 200
- What is the solution to the equation 4c - 3 = 85?
 - A = 22

C 22

B 20.5

- D 85
- What is the solution to the equation -4 - 3y = y + 8?
 - F -3
 - G = 2

- HI T
- 1 2

- 11. The statement '6 less than twice a number is at least 15" is represented by
 - $A \cdot 6 2n \le 15$
- $C \cdot 6 2n \ge 15$
- $8.2n 6 \le 15$
- $D 2n 6 \ge 15$
- 12. What is the slope of the line that passes through (-8, 2) and (4, 5)?

- 13. Which inequality is shown by the graph?



- $A y \ge -2x 1$ $C y \ge -\frac{1}{2}x 1$
- B $y \le -2x 1$
- D $y \ge 2x 1$
- 14. If f(x) = 3x 5, what is f(-2)?
 - F = -6x + 10
- H 3x 7

G 1

- $J_1 = 1.1$
- 15. Thirty-two is what percent of 80?
 - A 4%

- C. 40%
- 8 25.6%
- D 256%
- 16. Which equation can be solved to find 150% of 162
 - $Fx = 150 \cdot 16$ H16x = 150
 - $G x = 1.5 \cdot 16$
- J = 1.5x = 16
- 17. Last year Miranda was 60 inches tall. This year she is 63 inches tall. What is the percent increase in her height?
 - A. 55%

C 60%

- B 6.3%
- D 95%

Cumulative Test Answers Middle

Howard Franklin Fehr, Veryl Schult

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Intermediate Algebra Ron Larson, 1998 Basic College Mathematics John Tobey, Jeffrey Slater, 2004-10 This clear accessible treatment of mathematics features a building block approach toward problem solving realistic and diverse applications and chapter organizer to help users focus their study and become effective and confident problem solvers The Putting Your Skills to Work and new chapter end feature Math in the Media present readers with opportunities to utilize critical thinking skills analyze and interpret data and problem solve using applied situations encountered in daily life Chapter 7 Geometry has been extensively revised and re organized to include a new section 7 1 on angles and new section 7 4 devoted to triangles Increased coverage of estimating with fractions and decimals with new To Think About exercises in Sections 2 5 2 8 and 3 3 and a new lesson in Section 3 7 Coverage of fractions in Chapter 2 has been expanded as follows Section 2.6 now begins with a discussion of least common multiples so that the subsequent coverage of least common denominators is more complete a new lesson on order of operations in Section 2 8 offers readers additional review of these rules and practice applying them to fractions and a new mid chapter test on fractions appears after Section 2.5 Percent applications are now covered in two sections Sections 5 4 and 5 5 to allow for a more patient presentation of this important Essentials of Basic College Mathematics John Tobey, Jeffrey Slater, 2005 A descriptive grammar of Yoruba a major topic West African language spoken by over twelve million people Elementary Algebra Ron Larson, 2006 Ron Larson, Robert P. Hostetler, Anne V. Hodgkins, 1996-01-01 Getting Results with Curriculum Mapping Heidi Hayes Jacobs, 2004-11-15 Curriculum maps are among the simplest yet most effective tools for improving teaching and learning Because they require people to draw explicit connections between content skills and assessment measures these maps help ensure that all aspects of a lesson are aligned not only with each other but also with mandated standards and tests In Getting Results with Curriculum Mapping Heidi Hayes Jacobs and her coauthors offer a wide range of perspectives on how to get the most out of the curriculum mapping process in districts and schools In addition to detailed examples of maps from schools across the United States the authors offer concrete advice on such critical issues as Preparing educators to implement mapping procedures Using software to create unique mapping databases Integrating decision making structures and staff development initiatives through mapping Helping school communities adjust to new curriculum review processes and Making mapping an integral part of literacy training Teachers administrators staff developers and policymakers alike will find this book an essential guide to curriculum mapping and a vital resource for spearheading school improvement efforts Note This product listing is for the Adobe Acrobat PDF version of the book **Beginning Algebra** John Tobey, Jeffrey Slater, 2004 John Tobey and Jeff Slater are experienced developmental math authors and active classroom teachers. They have carefully crafted their texts to support students in this course by staying with them every step of the way Tobey and Slater With you every step of the way This 6th edition of Beginning Algebrais appropriate for a 1 semester course in appropriate for a 1 semester course

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