

Performance Tasks

Algebra II, Unit 1: Systems of Equations and Inequalities

Directions: Please solve the following problems individually or with your peers. Use a whiteboard to share your ideas.

Task A (50 pts): Show all your work on paper. You can scan the paper or take a picture of your work then upload it to your e-portfolio. Yes, you must attempt to solve ALL the problems below.

Task B (50 pts): Among the problems below, pick three of the problems you feel most comfortable to share your approach. Film yourself explaining. Assume that you are teaching someone who have not studied this unit. Edit the video if necessary, then upload it to your e-portfolio. Your peers will evaluate your teaching.

- ★ 1. Susie pays for 4 muffins and 3 bananas. Calvin spends twice as much paying for 2 muffins and 16 bananas. A muffin is how many times as expensive as a banana?

(A) $\frac{3}{2}$

(B) $\frac{5}{3}$

(C) $\frac{7}{4}$

(D) 2

(E) $\frac{13}{4}$

$$4x + 3y = 5$$

$$2x + 16y = 25$$

$$1) x = y$$

$$2(4x + 3y = 5)$$

$$-8x - 6y = -25$$

$$2x + 16y = 25$$

$$-6x + 10y = 0$$

$$10y = 6x$$

$$2$$

$$5y = 3x$$

$$3$$

$$\frac{5}{3} y = x$$

Algebra 2 Performance Task 1 Answer

Therese M. Kuks

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Algebra 2 Performance Task 1 Answer:

Bringing the Common Core Math Standards to Life Yvelyne Germain-McCarthy,Ivan Gill,2014-11-20 Provides a clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Offers real examples and detailed analyses of how exemplary teachers are using engaging strategies across the curriculum Includes practical ready to use tools you can take back to your classroom *Math Performance Assess Level 1 02* ,2009 **Bring NCTM Standards to Life** Yvelyne Germain- McCarthy,2013-10-30 By presenting teacher profiles and sample lessons from across the country this book shows that the NCTM standards reflect successful practices of teachers at the grass roots

Scott Foresman-Addison Wesley Middle School Math ,2002 **The Important Role of the Early School Years for Reading, Writing and Math Development: Assessment and Intervention at School Entry** Christoph Weber,Martin Schöfl,Susanne Seifert ,Natalie Förster,2025-12-01 School entry is a critical life event for young children Students begin this new phase of their lives with very different abilities due to their individual characteristics previous experiences and education While some children hardly know any letters or numbers others can already read write and calculate quite fluently To optimally support young learners according to their respective starting conditions teachers must recognize students learning prerequisites and adapt instruction to students needs To this end both valid and economical assessments as well as effective and differentiated interventions are needed This Research Topic addresses new developments in early assessments and assessment based interventions around the time of school entry from the last year before enrollment until second grade In particular this Research Topic aims to bring together research that directly contributes to assessing children s difficulties and providing evidence based support We highly welcome new innovative approaches from the fields of education didactics and psychology that focus on the assessment and assessment based instruction in reading writing and maths Any empirical studies that help to improve the assessment and assessment based interventions for the competencies mentioned are welcome We are looking for empirical quantitative or qualitative studies dealing with the target group of children around the age of school entry last year of kindergarten to second grade elementary school that include at least one of the following topics the presentation or testing of new assessment procedures that focus on performance in and prerequisites for reading writing and maths assessment based interventions both whole class or individual approaches in reading writing and maths the co development of sub skills in reading writing and maths and consequences for assessment and intervention Please note that manuscripts without prior submission of an abstract will not be considered for the research topic **Math Advantage** Grace M. Burton,Harcourt Brace,1998-05-22 A New English Dictionary on Historical Principles: part 1. C-Comm (1893) James Augustus Henry Murray,1893 **Houghton Mifflin Math Central: Student text** ,1998 *A New English Dictionary on Historical Principles: part 1. A (1888)* James Augustus Henry Murray,1888 **SRA Open Court Reading** ,2002 **Harcourt School Publishers Math** HSP,Harcourt School Publishers,2002-06 **Houghton Mifflin Math**

Central Laurie Boswell, Patsy F. Kanter, 1999 **Resources in Education**, 1980 **Sbg Math Assessment Guide Gr 1**
 , 1999 Silver Burdett Ginn Mathematics 2001 components for Grade 1 **Algebra**, 1996 **Using Assessment to**
Improve Middle-grades Mathematics Teaching & Learning Carol S. Parke, 2003 Using tasks that require students to
 think deeply about problem situations and communicate their mathematical understanding helps teachers determine
 students levels of proficiency and gain insight into students mathematical thinking This book and its companion CD include
 sixteen mathematics tasks that are appropriate for grades 4 through 8 and can be used for instruction and assessment
 purposes Descriptions of six activities illustrating various uses of the tasks and materials are also included **Holt Algebra**
1 2003 Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003 *Understanding the Math You Teach* Anita C.
 Burris, 2005 Teaching strategies are grounded in the NCTM standards and illustrated with real student work In addition the
 author provides a full range of concrete developmental activities that encourage future teachers to make math make sense
 for themselves as well as for their students Believing that teachers who are comfortable with mathematics develop learners
 who are comfortable with mathematics this author empowers preservice preK 4 teachers to teach math confidently by laying
 a solid foundation of math concepts and building on that foundation with engaging meaningful standards based teaching
 methods Integrated in this unique combined approach to teaching mathematics is a thorough discussion of math
 manipulatives as well as the use of technology computer and otherwise to assist today s mathematics teacher For educators
 aids and parents responsible for teaching Pre K to fourth grade math **Math Advantage, Grade 4** Harcourt Brace
 Publishing, 1997-09-12 **A Viewer's Guide : Mathematics Assessment** Therese M. Kuks, 1992 Explores the use of
 alternative mathematic assessment approaches

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