

ALGEBRA I FINAL EXAM

Directions: Choose the best answer for each question.

1. Find the difference of the polynomials.

$$(3x^2 - 2xy + y^2) - (-5x^2 + 6xy - y^2)$$

- a. $2x^2 - 3xy$
- b. $8x^2 - 11xy$
- c. $2x^2 - 3xy + 2y$
- d. $8x^2 - 8xy + 2y^2$

3. Find the product.

$$(5x - 3y)(6x + y)$$

- a. $30x^2 + 23xy + 3y^2$
- b. $30x^2 - 13xy - 3y^2$
- c. $35x - xy - 4y^2$
- d. $15x^2 - 23xy - 3y^2$

5. What property is represented below?

$$6 \cdot (3 \cdot 2) = (3 \cdot 2) \cdot 6$$

- a. commutative property
- b. identity property
- c. inverse property
- d. associative property

7. Find the roots of the quadratic function.

$$f(x) = 6x^2 - 5x - 2$$

- a. $x = 6; x = -2$
- b. $x = \frac{5 \pm \sqrt{73}}{2}$
- c. $x = 1 \pm \sqrt{73}$
- d. $x = \frac{5 \pm \sqrt{73}}{12}$

2. Which inequality best represents the graph?

- a. $y < \frac{2}{3}x + 1$
- b. $y \leq \frac{2}{3}x + 1$
- c. $y \geq \frac{2}{3}x + 1$
- d. $y < -\frac{2}{3}x + 1$



4. Jeffrey bought a collectable baseball card for \$12. If the value of the card appreciated by 9.4% each year, how much will the card be worth in 7 years?

- a. \$22.51
- b. \$112.80
- c. \$1,241.06
- d. \$39.27

6. Evaluate the expression when $x = 2$ and $y = -3$.

$$3y^2 - 2(5x + 3) - 1$$

- a. 0
- b. -3
- c. 10
- d. -4

8. Find the solution to the system of linear equations below.

$$\begin{aligned} 6x - 5y &= 1 \\ y &= 2x - 1 \end{aligned}$$

- a. (-1, 3)
- b. (1, 1)
- c. (1, 2)
- d. (0, 2)

Algebra End Of Course Exam Practice Lausd

Michael Wiener

Algebra End Of Course Exam Practice Lausd:

The Algebra Conspiracy Michael Wiener,2000-09 The Algebra Conspiracy is an irreverent radical politically incorrect passionate challenge to the increasingly popular program of the educational establishment which requires every student to take two to four years of college preparatory mathematics to earn a high school diploma These well meaning but misguided people are placing every secondary school student into Algebra Geometry and Trigonometry classes that they may not want that they may not need to fulfill requirements for future employment or that they may not be academically equipped to handle This means for instance that a youngster who has trouble adding common fractions computing with percents or even making change on a ten dollar purchase will nevertheless be required to pass Algebra and Geometry In many school districts this is already creating an academic nightmare as more and more math teachers are faced with the Hobson's choice of either failing many of their students who simply cannot handle Algebra and Geometry or handing out numerous gift D's or severely watering down the college prep mathematics curriculum so more students can pass the classes The author takes the controversial view that the Age of Technology notwithstanding a large percentage of today's secondary school youngsters could if allowed live their entire adult working lives very comfortably without ever being forced to set foot in Algebra and Geometry classrooms There are many other classes that these youngsters should be taking such as cultural or practical arts electives instead of wasting their time in college prep math classes

Resources in Education ,1991-07 **Journal of Research on Computing in Education** ,1987 Government Employee Relations Report ,1996 **The Microcomputer**

Facility and the School Library Media Specialist Blanche Woolls,David V. Loertscher,1986 Essays discuss software microcomputers electronic mail interactive videodisc technology computer literacy computer assisted instruction language arts and computer curricula *Microcomputers in Education Conference* Ruth A. Camuse,1984 Resources in Education ,1995

Computer-assisted Instruction and Compensatory Education Marjorie Ragosta,1982 **Models for Mathematics Technology Teacher Development Programs** John Grover Harvey,1997 An Eclectic Approach to Citizenship Thomas L. Dynneson,1985 *VocEd* ,1979 Education Diverse Pop Perspectives Orozco,1998 **End of**

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Table of Contents Algebra End Of Course Exam Practice Lausd

1. Understanding the eBook Algebra End Of Course Exam Practice Lausd
 - The Rise of Digital Reading Algebra End Of Course Exam Practice Lausd
 - Advantages of eBooks Over Traditional Books
2. Identifying Algebra End Of Course Exam Practice Lausd
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Algebra End Of Course Exam Practice Lausd
 - User-Friendly Interface
4. Exploring eBook Recommendations from Algebra End Of Course Exam Practice Lausd
 - Personalized Recommendations
 - Algebra End Of Course Exam Practice Lausd User Reviews and Ratings
 - Algebra End Of Course Exam Practice Lausd and Bestseller Lists
5. Accessing Algebra End Of Course Exam Practice Lausd Free and Paid eBooks
 - Algebra End Of Course Exam Practice Lausd Public Domain eBooks
 - Algebra End Of Course Exam Practice Lausd eBook Subscription Services
 - Algebra End Of Course Exam Practice Lausd Budget-Friendly Options
6. Navigating Algebra End Of Course Exam Practice Lausd eBook Formats

- ePub, PDF, MOBI, and More
- Algebra End Of Course Exam Practice Lausd Compatibility with Devices
- Algebra End Of Course Exam Practice Lausd Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of Algebra End Of Course Exam Practice Lausd
- Highlighting and Note-Taking Algebra End Of Course Exam Practice Lausd
- Interactive Elements Algebra End Of Course Exam Practice Lausd

8. Staying Engaged with Algebra End Of Course Exam Practice Lausd

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Algebra End Of Course Exam Practice Lausd

9. Balancing eBooks and Physical Books Algebra End Of Course Exam Practice Lausd

- Benefits of a Digital Library
- Creating a Diverse Reading Collection Algebra End Of Course Exam Practice Lausd

10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
- Minimizing Distractions
- Managing Screen Time

11. Cultivating a Reading Routine Algebra End Of Course Exam Practice Lausd

- Setting Reading Goals Algebra End Of Course Exam Practice Lausd
- Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Algebra End Of Course Exam Practice Lausd

- Fact-Checking eBook Content of Algebra End Of Course Exam Practice Lausd
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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