

Try to solve these equations by using substitution.

3) $y = 2x + 4$
 $3x + y = 9$

4)

$$2y - 4x = 2$$

$$y = -x + 4$$

5) There were 239 people at a Jay-Z concert. Admission was \$15 each for adults and \$5.50 each for children. The total cost was \$2758.50.

How many adults and how many children attended?

Set up a system of equations to solve the problem.

Solving Equation Performance Task

LL Leslie



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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

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Bringing Project-Based Learning to Life in Mathematics, K-12 Maggie Lee McHugh, 2023-04-22 This book offers next level instruction in project based learning PBL It provides the whole PBL game plan designed by an experienced award winning teacher and researcher Readers will find need to know questions to open each chapter student and educator vignettes to identify stumbling blocks and successes PBL Plus Tips that identify those small steps teachers can make to gradually shift toward PBL and Your Turn prompts to actively connect ideas to your practice

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Bishop,2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community **A Collection of**

Performance Tasks & Rubrics: Middle School Mathematics Charlotte Danielson,Elizabeth Marquez,2014-05-22

Contains performance tasks that can be used to assess high school students understanding of the basic concepts used in mathematics How to Teach Thinking Skills James A, Bellanca,Robin J. Fogarty,Brian M. Pete,2019-09-20 Ensure your students develop the complex higher order thinking skills they need to not just survive but thrive in a 21st century world The latest edition of this best selling guide by James A Bellanca Robin J Fogarty and Brian M Pete details a three phase teaching model and dives deep into how to teach seven key student proficiencies critical thinking creative thinking complex thinking comprehensive thinking collaborative thinking communicative thinking and cognitive transfer How to teach higher order thinking skills for student engagement and achievement Receive guidance on teaching higher order thinking skills according to any given standard including state standards and content area standards Learn how to weave thinking skills and technology into your existing teaching strategies and lesson plans Understand how to adapt lessons for various grade levels and subjects Gain questions to reflect on after lessons to ensure that students learn at the highest levels and grow their problem solving and innovative thinking Attain tools and reproducibles to facilitate learning and understanding of teaching critical thinking and other 21st century skills Contents Acknowledgments Table of Contents About the Authors Introduction Student Proficiency 1 Critical Thinking Chapter 1 Analyze Chapter 2 Evaluate Chapter 3 Problem Solve Student Proficiency 2

Creative Thinking Chapter 4 Generate Chapter 5 Associate Chapter 6 Hypothesize Student Proficiency 3 Complex Thinking Chapter 7 Clarify Chapter 8 Interpret Chapter 9 Determine Student Proficiency 4 Comprehensive Thinking Chapter 10 Understand Chapter 11 Infer Chapter 12 Compare and Contrast Student Proficiency 5 Collaborative Thinking Chapter 13 Explain Chapter 14 Develop Chapter 15 Decide Student Proficiency 6 Communicative Thinking Chapter 16 Reason Chapter 17 Connect Chapter 18 Represent Student Proficiency 7 Cognitive Transfer Chapter 19 Synthesize Chapter 20 Generalize Chapter 21 Apply Appendix A Appendix B Appendix C Appendix D Glossary References Resources Index **Process Control**

Performance Assessment Andrzej Ordys,Damien Uduehi,Michael A Johnson,2007-05-19 This book is a practical guide to the application of control benchmarking to real complex industrial processes The variety of industrial case studies gives the benchmarking ideas presented a robust real world attitude The book deals with control engineering principles and economic and management aspects of benchmarking It shows the reader how to avoid common problems in benchmarking and details the benefits of effective benchmarking Assessment of Authentic Performance in School Mathematics Richard A. Lesh,Susan J. Lamon,2013-04-03 This book is the result of a conference sponsored by the Educational Testing Service and the University of Wisconsin s National Center for Research in Mathematical Sciences Education The purpose of the conference was to facilitate the work of a group of scholars whose interests included the assessment of higher order understandings and processes in foundation level pre high school mathematics Discussions focused on such issues as the purposes of assessment guidelines for producing and scoring real life assessment activities and the meanings of such terms as deeper and higher order understanding cognitive objectives and authentic mathematical activities Assessment was viewed as a critical component of complex dynamic and continually adapting educational systems During the time that the chapters in this book were being written sweeping changes in mathematics education were being initiated in response to powerful recent advances in technology cognitive psychology and mathematics as well as to numerous public demands for educational reform These changes have already resulted in significant reappraisals of what it means to understand mathematics of the nature of mathematics teaching and learning and of the real life situations in which mathematics is useful The challenge was to pursue assessment related initiatives that are systematically valid in the sense that they work to complement and enhance other improvements in the educational system rather than act as an impediment to badly needed curriculum reforms To address these issues most chapters in this book focus on clarifying and articulating the goals of assessment and instruction and they stress the content of assessment above its mode of delivery Computer or portfolio based assessments are interpreted as means to ends not as ends in themselves Assessment is conceived as an ongoing documentation process seamless with instruction whose quality hinges upon its ability to provide complete and appropriate information as needed to inform priorities in instructional decision making This book tackles some of the most complicated issues related to assessment and it offers fresh perspectives from leaders in the field with the hope that the ultimate consumer in the

instruction assessment enterprise the individual student will reclaim his or her potential for self directed mathematics learning

Physics Education Hans Ernst Fischer, Raimund Girwidz, 2022-01-12 This book offers a comprehensive overview of the theoretical background and practice of physics teaching and learning and assists in the integration of highly interesting topics into physics lessons Researchers in the field including experienced educators discuss basic theories the methods and some contents of physics teaching and learning highlighting new and traditional perspectives on physics instruction A major aim is to explain how physics can be taught and learned effectively and in a manner enjoyable for both the teacher and the student Close attention is paid to aspects such as teacher competences and requirements lesson structure and the use of experiments in physics lessons The roles of mathematical and physical modeling multiple representations instructional explanations and digital media in physics teaching are all examined Quantitative and qualitative research on science education in schools is discussed as quality assessment of physics instruction The book is of great value to researchers involved in the teaching and learning of physics to those training physics teachers and to pre service and practising physics teachers

Working Memory Pierre Barrouillet, Valérie Camos, 2014-09-19 Working memory is the cognitive system in charge of the temporary maintenance of information in view of its on going processing Lying at the centre of cognition it has become a key concept in psychological science The book presents a critical review and synthesis of the working memory literature and also presents an innovative new theory the Time Based Resource Sharing TBRS model Tracing back the evolution of the concept of working memory from its introduction by Baddeley and Hitch in 1974 and the development of their modal model Barrouillet and Camos explain how an alternative conception could have been developed from the very beginning and why it is needed today This alternative model takes into account the temporal dynamics of mental functioning The book describes a new architecture for working memory and provides a description of its functioning its development the sources of individual differences and hints about neural substrates The authors address central and debated questions about working memory and also more general issues about cognitive architecture and functioning Working Memory Loss and Reconstruction will be essential reading for advanced students and researchers of the psychology of memory

Work Motivation in the Context of A Globalizing Economy Miriam Erez, Uwe Kleinbeck, Henk Thierry, 2012-12-06 Work Motivation in the Context of a Globalizing Economy evolved from a work motivation conference held in Israel attended by a group of internationally renowned scholars These scholars were given the charge of creating a vision of motivation research for the 21st century Coming from different parts of the world the scholars represent a wide range of perspectives from the very micro focus on the individual level of motivation through the meso level of groups and organizations and up to the macro level of culture The authors provide an entry to the book by summarizing several mega trends manifest across all of the chapters and identifying several emerging trends that are left for future research

Handbook of Research on Mathematics Teaching and Learning Douglas Grouws, 2006-11-01 Sponsored by the

National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook s twenty nine chapters are complete resources for both current and past work in that particular area Glencoe Algebra 1 ,2001

WAPPA, a Waste Package Performance Assessment Code ,1983 **Using Understanding by Design in the Culturally and Linguistically Diverse Classroom** Amy J. Heineke,Jay McTighe,2018-07-11 How can today s teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels How can they design units and lessons that support English learners in language development and content learning simultaneously Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization Readers will learn the components of the UbD framework the fundamentals of language and language development how to use diversity as a valuable resource for instruction by gathering information about students background knowledge from home community and school how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills and how to assess in ways that enable language learners to reveal their academic knowledge Student profiles real life classroom scenarios and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms Combining these practical examples with findings from an extensive research base the authors deliver a useful and authoritative guide for reaching the overarching goal ensuring that all students have equitable access to high quality curriculum and instruction

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Table of Contents Solving Equation Performance Task

1. Understanding the eBook Solving Equation Performance Task
 - The Rise of Digital Reading Solving Equation Performance Task
 - Advantages of eBooks Over Traditional Books
2. Identifying Solving Equation Performance Task
 - 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 Solving Equation Performance Task
 - User-Friendly Interface
4. Exploring eBook Recommendations from Solving Equation Performance Task
 - Personalized Recommendations
 - Solving Equation Performance Task User Reviews and Ratings
 - Solving Equation Performance Task and Bestseller Lists
5. Accessing Solving Equation Performance Task Free and Paid eBooks
 - Solving Equation Performance Task Public Domain eBooks
 - Solving Equation Performance Task eBook Subscription Services

- Solving Equation Performance Task Budget-Friendly Options
- 6. Navigating Solving Equation Performance Task eBook Formats
 - ePub, PDF, MOBI, and More
 - Solving Equation Performance Task Compatibility with Devices
 - Solving Equation Performance Task Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Solving Equation Performance Task
 - Highlighting and Note-Taking Solving Equation Performance Task
 - Interactive Elements Solving Equation Performance Task
- 8. Staying Engaged with Solving Equation Performance Task
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Solving Equation Performance Task
- 9. Balancing eBooks and Physical Books Solving Equation Performance Task
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Solving Equation Performance Task
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Solving Equation Performance Task
 - Setting Reading Goals Solving Equation Performance Task
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Solving Equation Performance Task
 - Fact-Checking eBook Content of Solving Equation Performance Task
 - 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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