

Station 3: Solving Quadratic Equations

Part A: Complete each problem by FACTORING.

1. Find the real zeros of $f(x) = 2x^2 + 15x + 18$.

$$0 = 2x^2 + 15x + 18$$

$$0 = (2x + 3)(x + 6)$$

3. Solve $9x^2 - 10x = 2x + 5$.

$$x = -\frac{6}{5} \text{ or } -\frac{5}{9}$$

$$9x^2 - 12x - 5 = 0$$

$$(3x - 5)(3x + 1) = 0$$

$$x = -\frac{1}{3} \text{ or } \frac{5}{3}$$

2. Solve $245x^2 - 405 = 0$.

$$+1x^2 - \frac{9}{5} = 0$$

$$(7x + 9)(7x - 9) = 0$$

$$x = \pm \frac{9}{7}$$

4. A box has a base that measures 3 inches by 5 inches, and a height of 11 inches. Increasing each dimension of the base by the same amount causes the volume of the box to increase by 528 cubic inches.

- a. Using x as the amount that each dimension of the base is increased by, write an expression for the volume of the box. Let x be the increase in each dimension of the base in inches.

$$11(3+x)(5+x)$$

- b. Use the original measurements and the expression you wrote in part (a) to write an equation that can be used to find the amount by which each dimension of the base increased.

$$(3)(5)(11) + 528 = 11(3+x)(5+x)$$

- c. Solve the equation in part (b) and interpret the solutions in the context of the problem.

$$3 \cdot 5 \cdot 11 + 528 = 11(x+3)(x+5)$$

$$3 \cdot 5 + 5 = (x+3)(x+5)$$

$$15 + 5 = x^2 + 8x + 15$$

$$x^2 + 8x - 45 = 0$$

$$(x+12)(x-3) = 0$$

$$x = -12 \text{ or } 3$$

Each dimension of the base is increased by 3 in.

Part B: Complete each problem.

5. Consider $9x^2 - 12x + 98 = -50$.

- a. Determine how many and what type of solutions the equation has.

$$b^2 - 4ac = (-12)^2 - 4(9)(98) = 144 - (36)(98) < 0$$

2 imaginary solutions

- b. Find those solutions by completing the square.

$$9x^2 - 12x + 98 = -50$$

$$9x^2 - 12x = -148$$

$$x^2 - \frac{4}{3}x = -\frac{122}{9}$$

$$x^2 - \frac{4}{3}x + \frac{4}{9} = -\frac{122}{9} + \frac{4}{9}$$

$$(x - \frac{2}{3})^2 = -\frac{118}{9}$$

$$x - \frac{2}{3} = \pm \frac{\sqrt{118}}{3}$$

$$x = \frac{2}{3} \pm \frac{\sqrt{118}}{3}$$

6. A rocket is shot into the air from a 168-foot-high platform with an initial velocity of 68 feet per second.

- a. Use the quadratic formula to determine how much time the rocket is in the air before landing at ground level.

$$h(t) = -16t^2 + 68t + 168$$

$$t = \frac{-68 \pm \sqrt{68^2 - 4(-16)(168)}}{2(-16)} = -1.5 \text{ or } 7$$

the rocket landed after 7 seconds

- b. Could the factoring method have been used to answer the question above? Explain.

Yes, because solutions are rational

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VM Jensen



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The American Schoolmaster, 1920 **The Massachusetts General Hospital Guide to Learning Disabilities** H. Kent Wilson, Ellen B. Braaten, 2018-12-13 This book connects experts in the field of child assessment to provide child psychiatrists with knowledge in evaluation and educational programming The book provides a review of the latest science behind common learning disabilities including etiology and guidelines for assessment diagnosis neurodevelopmental disorders like learning disabilities ADHD psychiatric disorders in childhood such as mood and anxiety disorders and impact learning and development protocols The Massachusetts General Hospital Guide to Learning Disabilities evaluates the interventions that are effective in addressing these learning challenges in the context of multiple factors in a way that no other current text does Special topics such as special education law and managing the needs of transitional age youth allow psychiatrists to support their patients and their families as they navigate the system By offering a better understanding the learning needs of their patients this text gives readers the tools to consult with families and educators regarding how to address the learning needs of their patients at school and in other settings The Massachusetts General Hospital Guide to Learning Disabilities is a vital tool for child psychiatrists students assessment professionals and other professionals studying or working with children suffering from learning disabilities **The Formulation of Standards of Educational Achievement for a State** Willis Ernest Johnson, 1919 *Assessment-Powered Teaching* Nancy W. Sindelar, 2010-11-19 The purpose of Power Teaching is to change teachers attitudes toward testing by illustrating the power that meaningful assessment brings to the art and science of teaching The book also shares efficient and practical tools and strategies for using formative and summative assessment results to actually enhance teaching effectiveness and students learning Using testimonials from power teachers the text shows classroom teachers how they too can use assessment analyses to inform their teaching provide motivational feedback to their students and monitor their students progress toward learning targets and standards This handy reference argues that testing can be a power tool for helping teachers rather than an intrusion on academic freedom and valuable instructional time A key distinction of the book is its coverage of using technology to collect and analyze assessment data **Bulletin**

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Vocational Division Bulletin ,1939 **Viewpoints** ,1924 Science & Engineering Indicators ,1993 *Statistics of Land-grant Colleges and Universities* United States. Office of Education,1926 *Educational Testing and Measurement* Tom Kubiszyn,Gary D. Borich,2024-01-24 Educational Testing Measurement Revised and updated edition of the reader friendly classroom relevant introduction to testing and assessment designed for educators to meet today s challenges in measuring student progress Educational Testing and Measurement Twelfth Edition is a revised and updated practical resource that will enhance assessment literacy to help prepare current and prospective teachers to navigate today s changing world of educational testing and assessment It describes the classroom impact of national and key state level policy changes that drive the ongoing changes in the usage of both teacher made and standardized tests and assessments Expanding on previous editions the book Explains test and measurement content in a nonintimidating and unique manner Clarifies how formative assessment can help integrate instruction and assessment on a day day basis in the classroom and the roles of interim benchmark and summative assessment Describes the practical day to day issues related to the development scoring and interpretation of formative assessment results Presents both sides of the various controversies around educational testing and assessment to inform readers sufficiently to form their own opinions Uses a friendly conversational style to enhance the emphasis on the application of theory Provides sufficient theoretical background without oversimplifying for readers to understand the statistical and psychometric foundations of measurement New content in the twelfth edition Includes the impact of the COVID 19 pandemic on learning and assessment Expands coverage of formative interim benchmark and summative assessment Introduces Multi Tiered Systems of Support MTSS and explains how MTSS both integrates with and expands upon Response to Instruction Intervention RTI Describes changes to assessment practice driven by the Every Student Succeeds Act ESSA replacing No Child Left Behind Act or NCLB and state academic standards Includes examples illustrating the development usage and interpretation of assessment results in today s classrooms Includes an updated instructor s manual with an expanded item bank and links to on line resources to expand upon the text presentation in key areas e g formative assessments standardized testing measuring behavioral social and emotional development Educational Testing and Measurement Twelfth Edition presents a balanced perspective of educational testing and assessment with a unique approach to descriptive statistics and psychometrics validity reliability and fairness

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