Algebra 1 - Semester 2 Final Review Packet

Simplify. Leave your answer in exponential form. 6³ (6³)

[A] 615 [B] 128 [C] 368 [D] 68

Simplify: (4²)³

[A] 4¹¹ [B] 4⁵ [C] 4⁵⁶ [D] 4⁶

3. Simplify the product: $(6xy^2)^2(x^3y)^3$

[A] $36x^5y^5$ [B] $6x^5y^5$ [C] $6x^{11}y^7$ [D] $36x^{11}y^7$

 Sara bought 7 fish. Every month the number of fish she has doubles. After m months she will have F fish, where $F = 7 \cdot 2^{-}$. How many fish will Sara have after 2 months if she keeps all of them and the fish stay healthy?

[A] 196 [B] 28

[C] 11

[D] 20

Simplify: x⁻³(x)³

[A] $\frac{1}{v^{15}}$ [B] x^2 [C] $\frac{1}{v^2}$ [D] x^{15}

6. Simplify: $x^2 \cdot 2x^3 \cdot 10x^6$

[A] 20x5 [B] 1 [C] 0 [D] 2x5

7. Rewrite the expression using positive exponents. $\frac{1}{9x^{-2}v^{-1}}$

[A] $\frac{1}{9x^2y}$ [B] $\frac{x^2y}{9}$ [C] $\frac{9x^2y}{1}$ [D] $-9x^2y$

8. Which is equivalent to $\frac{5^{10}}{5^{12}}$?

[A] $\frac{1}{5^2}$ [B] $\frac{1}{5^{-2}}$ [C] 5^2 [D] 5^{22}

<u>Algebra 1 Semester 2 Plato Course</u>

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Algebra 1 Semester 2 Plato Course:

Designing Educational Project and Program Evaluations David A. Payne, 2012-12-06 Drawing upon experiences at state and local level project evaluation and based on current research in the professional literature Payne presents a practical systematic and flexible approach to educational evaluations Evaluators at all levels state local and classroom will find ideas useful in conducting managing and using evaluations Special user targets identified are state department of education personnel and local school system administrative personnel. The volume can be used by those doing evaluation projects in the field or as a text for graduate courses at an introductory level The book begins with an overview of the generic evaluation process Chapter Two is devoted to the criteria for judging the effectiveness of evaluation practice Chapter Three addresses the all important topic of evaluation goals and objectives Chapters Four Five and Six basically are concerned with the approach framework or design of an evaluation study Chapter Four contains a discussion of four major philosophical frameworks or metaphors and the implications of these frameworks for conducting an evaluation Chapters Five and Six describe predominantly quantitative and qualitative designs respectively Design implementation and operational issues related to instrumentation Chapter Seven management and decision making Chapter Eight and reporting and utilization of results Chapter Nine are next addressed The final chapter of the book Chapter Ten considers the evaluation of educational products and materials Catalogue University of Michigan, 1876 Announcements for the following year included in some vols Correspondence Courses Offered by Colleges and Universities Through the United States Armed Forces **Institute** United States Armed Forces Institute, 1957 Catalogue and Register University of Michigan, 1876 Announcements for the following year included in some vols The University of Idaho Bulletin University of Idaho, 1898 Catalogue of the University of Michigan University of Michigan, 1877 Announcements for the following year included in some vols Correspondence Courses Offered by Colleges and Universities Through the United States Armed Forces Institute ,1957 Annual Catalog ... University of Idaho, 1899 Department of the Army Pamphlet, 1951 Catalogue of Miami University at Oxford, Ohio Miami University (Oxford, Ohio),1897 Bulletin ,1917 **Bulletin** Adelphi University. Division of Graduate Studies, 1893 DOD Pam United States. Office of Armed Forces Information and Education, *Annual Report of the Regents of the University of the State of New York* University of the State of New York. Board of Regents, 1897 **Bulletin** Mendota College,1912 **Bulletin** United States. Office of Education, 1917 Classical Mechanics Joseph L. McCauley, 1997-05-08 This advanced text is the first Resources in Education ,1988-12 book to describe the subject of classical mechanics in the context of the language and methods of modern nonlinear dynamics The organizing principle of the text is integrability vs nonintegrability — *Documents of the Senate of the State of New York* New York (State). Legislature. Senate, 1885 **Reorganization of English in Secondary Schools** Arthur Coleman Monahan, Chester Deacon Jarvis, George Edwin MacLean, Helen Rich Norton, Raymond Clare Archibald, Stephen Beauregard

 $Weeks, United\ States.\ Office\ of\ Education, Walter\ Sylvanus\ Deffenbaugh, 1917$

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