Montclair State University (MSU), Department of Mathematical Sciences

Sample Problems for MATH 100 Readiness Test

I. **Substitution in algebraic expressions**

1. Evaluate $\dfrac{a-b}{a}$ if $a = 3$ and $b = -5$.

2. If $y = 2x^2 - 4x - 5$, what is the value of y when $x = -3$?

3. If $a = -2$, find the value of $3(a - 2) - 2(a + 1)$.

4. Evaluate $\dfrac{xy - y^2}{2x^2}$ if $x = -2$ and $y = 3$.

II. **Addition, subtraction, multiplication, and division of monomials and polynomials**

For problems 5-15, perform the indicated operation and simplify your answer.

5. $13a - 15b - a + 2b$ 6. $(2x - 1)(4x + 3)$ 7. $(2m + 3)^2$

8. $(x^2 - 3x + 2) - (3x^2 - 5x - 1)$ 9. $\dfrac{6a}{3a}$ 10. $4x(x + 2)$

11. $5x - 3y - (x + 4y)$ 12. $\dfrac{2y^2 + 8xy}{2y}$ 13. $(x + 2)(x^2 - 3x + 1)$

14. $\dfrac{18b^4}{6b^3}$ 15. $(3y - 5x)^2$

16. Find the result if $3x^2 + 2x - 1$ is subtracted from $5x^2 + 2x + 3$.

17. $\dfrac{16x^2y^3}{2xy^3}$ 18. $4xy^2(x^2 + 2y + 3)$

III. **Simplification of algebraic expressions containing multiplication and addition of polynomials.**

For problems 19-23, simplify the given expression.

19. $5(a + 2) + 2(3 - a)$ 20. $6(x - 2) - (2x + 3)$ 21. $3x(2y - 4) - 2y(2x + 3)$

22. $2y[y - (3 + 2y)]$ 23. $(3 + m)m + m^2$

IV. **Simplification of terms containing integer exponents**

For problems 24-29, simplify the given expression.

24. $\dfrac{a^6}{a^3}$ 25. $3x^2y(2xy^4)$ 26. $(2ab^2)^3$

27. $(-3x^4)^2$ 28. $\dfrac{x^{-2}}{x^{-3}}$ 29. $\left(\dfrac{3x}{4y}\right)^2$

V. **Simplification of expressions containing square roots**

For problems 30-34, simplify the given expression.

Sample Problems For Math 100 Readiness Test

Camilla Rothe

Sample Problems For Math 100 Readiness Test:

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 *Assessment that Informs Practice* ,2000

Eureka Math Grade 8 Study Guide Great Minds,2016-05-16 Eureka Math is a comprehensive content rich PreK 12 curriculum that follows the focus and coherence of the Common Core State Standards in Mathematics CCSSM and carefully sequences the mathematical progressions into expertly crafted instructional modules The companion Study Guides to Eureka Math gather the key components of the curriculum for each grade into a single location unpacking the standards in detail so that both users and non users of Eureka Math can benefit equally from the content presented Each of the Eureka Math Curriculum Study Guides includes narratives that provide educators with an overview of what students should be learning throughout the year information on alignment to the instructional shifts and the standards design of curricular components approaches to differentiated instruction and descriptions of mathematical models The Study Guides can serve as either a self

study professional development resource or as the basis for a deep group study of the standards for a particular grade For teachers who are new to the classroom or the standards the Study Guides introduce them not only to Eureka Math but also to the content of the grade level in a way they will find manageable and useful Teachers familiar with the Eureka Math curriculum will also find this resource valuable as it allows for a meaningful study of the grade level content in a way that highlights the coherence between modules and topics The Study Guides allow teachers to obtain a firm grasp on what it is that students should master during the year The Eureka Math Curriculum Study Guide Grade 8 provides an overview of all of the Grade 8 modules including Integer Exponents and Scientific Notation The Concept of Congruence Similarity Linear Equations Examples of Functions from Geometry Linear Functions Introduction to Irrational Numbers Using Geometry

Cases of Assessment in Mathematics Education M. Niss,2013-04-17 The present book Cases of Assessment in Mathematics Education is one of two studies resulting from an ICMI Study Conference on Assessment in Mathematics Education and Its Effects The book which is published in the series of ICMI Studies under the general editorship of the President and Secretary of ICMI is closely related to another study resulting from the same conference Investigations into Assessment in Mathematics Education Niss 1992 The two books although originating from the same sources and having the same editor emphasize different aspects of assessment in mathematics education and can be read independently of one another While the present book is devoted to presenting and discussing cases of assessment that are actually implemented the other study attempts to critically analyze general and principal aspects of assessment Naturally the content of either book is enriched by the materials and perspectives provided by the other one In order to put this book and its background into context the nature and scope of the ICMI studies are outlined briefly below *Psychological Studies in the Teaching, Learning and Assessment of Mathematics* Yiming Cao,Zsolt Lavicza ,Shuhua An,Lianchun Dong,2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications *Strategies for Formative Assessment with English Language Learners ebook* Sonja Bloetner,2014-06-01 Assess and address the language proficiency and linguistic needs of your English language learners using the assessment techniques and resources in this handbook Strategies for Formative Assessment with English Language Learners aids in monitoring students success towards developing English language proficiency across the content areas Assessment samples templates and recording forms are included for grade spans K 2 and 3 5 Everyday Mathematics Jean F. Bell,University of Chicago. School Mathematics Project,2007 The core of the Everyday Mathematics program for Grades 1 6 the Teacher s Lesson Guide provides teachers with easy to follow

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