

SAT ACADEMY 2010-2011

MONROE TOWNSHIP HIGH SCHOOL

CYCLE #2



DATES: 1/8, 1/22, 2/5, 2/12, 2/26, 3/5

The Goal of SAT Academy Cycle #2:

Build student capacity by offering academic sessions in the areas of Math, Science, Language Arts, & Social Studies. Each session will begin with a Socratic Seminar and end with a performance assessment-based student presentation to model the completed authentic learning-based project that was developed by the teachers. Additional focus will be paid to test taking skills as preparation for the New Jersey high school's standardized tests.

ARRA Grant Funded 2010
Saturday Academy
At
Monroe Township High School

Cycle 2 Summary Report

Scott Madreperla
Eric Platt
March 2011

Cycle Overview

Cycle Two of the ARRA Grant-Funded Saturday Academy at Monroe Township High School was designed to engender student growth and build student capacity in the academic areas of Math, Science, Language Arts, and Social Studies. Additional focus was placed on preparation for state standardized test. Students received enrichment in areas related to the New Jersey HSPA, Algebra I End of Course Test, and Biology End of Course Test. Each session was designed to begin with a Socratic Seminar and end with a performance assessment-based student presentation. The Socratic Seminars used in cycle two dealt with topics related to test anxiety, test preparation, and tips for successful test taking. The student presentations were meant to show mastery and completion of the authentic learning-based projects that were designed by the teachers. Each session also included the use of Study Island to provide additional drill and feedback related to areas of need identified by the teachers in preparing the students for their standardized tests.

A rubric was developed to set criteria for and monitor student achievement and performance. The rubric was also utilized to assist with the analysis of both formative and summative assessment student data. During each three-hour Saturday session, Academy teachers guided the students to improve in the targeted areas, while expanding upon skills in which the students currently performed at the proficiency level.

All collected data has been analyzed, summarized, and reported within this document.

Student recruitment took place in two phases. The first phase involved mailing invitation to over 200 Special Education students currently in grades 9-12. High School Child Study Team members and Special Education Teachers made follow-up calls to parents of the targeted students during the second phase of recruitment. The aim of these phone calls was to promote

the advantages of student participation in the Saturday Academy and also to inform parents about the focus of the Academy as it related to the specific learning needs of the individual students.

The Saturday Academy teachers created authentic learning-based projects in Math, Science, Language Arts, and Social Studies after attending a workshop on Tutorology that was conducted by Renata Mackenzie and Sherri Fatovic. During this workshop the teachers took part in a Socratic Seminar to gain hands-on knowledge of how Tutorology can be effectively applied and used in any classroom. The workshop session focus and strategies were rooted in AVID, W.I.C.R., and student self.

Staff

<u>Name</u>	<u>Content Area</u>
Mr. Scott Madreperla	Program Coordinator
Ms. Florence Muniz	Office Staff
Mr. Nick Veni	Technology
Mr. Eric Platt	Lead Teacher
Mr. Mike Wall	Mathematics
Ms. Abbe Lustgarten	Special Education
Mr. Ryan Tolboom	Science
Ms. Courtney Pepe	Special Education
Ms. Adele Fennessy	Language Arts
Ms. Kalynn Deedy	Special Education
Mr. Christopher Thumm	Social Studies
Ms. Michelle Ballard	Special Education

Transportation Needs

- 4 Buses
- 4 Bus drivers

Technology Needs

- Laptop Carts
- 4 Classrooms with video and projectors
- Internet Access
- Microsoft Office Suite Access
- Technology

Student Enrollment and Attendance

Total Enrollment: 43

Enrollment by Grade: Seniors – 4, Juniors – 12, Sophomores – 8, Freshmen – 19

Enrollment by Course: Math – 9, Science – 19, LA – 7, Social Studies – 8

Average Daily Attendance: 21

Student Survey Data

Students who participated in Cycle 1 for the Saturday Academy were required to complete a survey during session six of the cycle. The survey was created through the survey function provided by *Schoolwires*. Below is an analysis of the survey:

1. What skills/knowledge did you acquire by attending the Saturday Academy?

1. I learned different reasons to use commas and I learned how to organize a persuasive argument.
2. The skills and knowledge I acquired by attending Saturday Academy was expressing my opinions in the socratic seminar.
3. Learning Stuff
4. I learned alot of skills, like the comma rule. I also learned how to read and understand the storys.
5. I learned a lot of new skills such as grammar, commas, persuasive writing skills, comprehension skills, and mnay more skills.
6. Reading comprahension
7. I learn how to make a correct intro to a write/essay I also learn grammer
8. I learned how to write persuasive essay's. I also learned new writing, writing, and test taking skills
9. I learned how biology and algebra are the same, some of the skills I learn in school are helpful in Saturday academy and that Saturday academy is fun.
10. probelm solving skills
11. How yo get better at substitution and solving math problems.
12. i thing i learn more things in math
13. I learned with the chess it to think of your next move which helps you on test to be patient and think.
14. algebra, chess
15. studyisland

2. What part of your portfolio are you most proud of and would be eager to share with others?

1. I am most proud of the last packet we did because, I only got one thing wrong on it. Yes, I would because it is very organized
2. The part of my portfolio I am most proud of is trying to attempt to do the persuasive essay on study island.
3. My persuade Essay
4. The most important thing i learned was how to comprehend the storys i was reading.
5. I am most proud of my essay because i have worked very hard. I have become very skilled in learning new skills.
6. I dont know
7. I am proud of all of my Portfolio
8. I am proud of my persuasive essay that i wrote
9. I would be proud to share the essay for biology I did.
10. none
11. precent problems because i did good.
12. nothing i have just test
13. the math problems
14. i do not know
15. I started late into the year so I didn't have really anything in there.

3. How much more comfortable are you, now compared with session 1, when it comes to participating in a Socratic Seminar?

		Response Total	Response Percent
Much Better		0	0%
Better	<div></div>	12	80%
Neutral	<div></div>	3	20%
Worse		0	0%
Much Worse		0	0%
Total Respondents		15	

4. Please identify the forms of technology you have used throughout the six sessions.

		Response Total	Response Percent
Computer	<div></div>	12	80%
Internet	<div></div>	12	80%
Microsoft Word	<div></div>	4	27%
Microsoft Excel		0	0%
Microsoft Power Point	<div></div>	1	7%
Other, please specify		0	0%
Total Respondents		15	

5. How much more comfortable are you, now compared to session 1, when it comes to using technology for academic purposes?

		Response Total	Response Percent
Much Better		3	20%
Better		7	47%
Neutral		5	33%
Worse		0	0%
Much Worse		0	0%
Total Respondents		15	




6. How valuable were the daily projects or exercises on Study Island in helping you learn the different skills focused on within the lessons?

		Response Total	Response Percent
Very Effective		0	0%
Effective		8	53%
Neutral		4	27%
Ineffective		3	20%
Very Ineffective		0	0%
Total Respondents		15	

7. When thinking about the previous question, what were some specific examples of skills covered within your lessons?

1. The on thing my lessons included comprehension
2. Some of the skills that I was taught in study island was doing a persuasive essay.
3. "Nothing really matters to me"
4. The openended quetions.
5. Reading comprehension.
6. Reading comprahension
7. a skill I learn is to make correct to my own papers
8. What mostly effected me was all of the grammer and comprehantion and spelling that we worked on
9. How chess and rockets are used in science and math.
10. approaching probelms
11. DNA and algebra problems.
12. is was good
13. in study island the questions were hard i never learned it
14. i learned the castle move in chess
15. algibra




8. How has attending Saturday Academy affected your confidence in taking the New Jersey HSAP standardized test?

		Response Total	Response Percent
Vastly More Confident		1	7%
More Confident		8	53%
As Confident as Before		6	40%
Less Confident		0	0%
Total Respondents		15	





9. After attending Saturday Academy how comfortable do you feel answering open-ended math problems?

		Response Total	Response Percent
Very Comfortable		0	0%
Comfortable		10	83%
Uncomfortable		1	8%
Very Uncomfortable		1	8%
Total Respondents		12	
(skipped this question)		3	

10. After attending Saturday Academy how confident do you feel about your writing ability?

		Response Total	Response Percent
Vastly More Confident		2	13%
More Confident		9	60%
As Confident as Before		5	33%
Less Confident		0	0%
Total Respondents		15	

11. How satisfied are you with your Saturday Academy experience?

		Response Total	Response Percent
Very Satisfied		1	7%
Satisfied		11	73%
Neutral		2	13%
Dissatisfied		1	7%
Very Dissatisfied		0	0%
Total Respondents		15	

12. If you answered the previous question with Dissatisfied or Very Dissatisfied, how could your Saturday Academy experience been better?

1. i think a little more one on one with at least one teacher. The teachers also could have whent a little slower. They kind of when to fast for me but I did not want to hold up the class, so I just whent along with the flow. I do not think I should have did that I should have said something. next cycle i will if I am in English.
2. i thig a lot of test amd play chess
3. it helps you on the testing and tells you to think

13. How has attending Saturday Academy affected your overall confidence as a student?

		Response Total	Response Percent
Vastly more confident		0	0%
More confident	<div></div>	11	73%
As confident as before	<div></div>	4	27%
Less confident		0	0%
Total Respondents		15	

14. (Answer this question only if you took the HSPA this week). My time spent in Saturday Academy helped me to feel more confident and more prepared for the HSPA test.

		Response Total	Response Percent
Strongly Agree	<div></div>	1	9%
Agree	<div></div>	7	64%
Neutral	<div></div>	3	27%
Disagree		0	0%
Strongly Disagree		0	0%
Total Respondents		11	
(skipped this question)		4	



Monroe Township High School Saturday Academy Student Rubric

Student Name: _____ Cycle: 1 2 Date: _____

Teacher: _____

	0	1	2	3	Score
Socratic Seminar	Student did not participate at all in the Socratic Seminar portion of the class	Student's contributions to the Socratic Seminar rank at Level 1 of Costa's Levels of Questioning.	Student's contributions to the Socratic Seminar rank at Level 2 of Costa's Levels of Questioning.	Student's contributions to the Socratic Seminar rank at Level 3 of Costa's Levels of Questioning.	
Authentic Learning Based Project	Student did not participate in the Authentic Learning Based Project for the day.	Student participated minimally in the Authentic Learning Based Project for the day.	Student participated generally in the Authentic Learning Based Project for the day.	Student fully participated in the Authentic Learning Based Project for the day.	
Self-Discovery	Student was unable to identify and utilize the resources necessary to complete the project.	Student was able to utilize the resources necessary to complete the project at a minimal level.	Student was able to utilize the resources necessary to complete the project.	Student was able to utilize the resources necessary to complete the project and identified and utilized additional resources.	
Project Presentation	Student did not participate in the Authentic Learning Based Project for the day.	Project is completed in an unorganized manner.	Project is completed and is well organized. The material is easy to understand.	Project is completed and is organized in a manner which enhances the contained information.	
Behavior	0	1	2	3	
				Total Score	

SAT ACADEMY ABSENCES

Cycle 2 - Week 1 - 1/8/11

Total In Attendance: 26

Total Not Present: 13

Unexcused:

Ficci, Daniel - 11

Geneviere, Ryan - 11

Isak, Marshelinda - 11

Kaufman, Albert - 11

Sirvano, Douglas - 11

Hogan, Nicholas - 9

D'Agostino, Frankie - 11

Raab, Paige - 11

Fargo, Ava - 9

Ramirez, Marvin - 10

Excused:

Todzia, Daniel - 10

Winkle, Nicholas - 9

Section 1 - Math

Cycle - 2

Teachers: Mike Wall / Courtney Pepe Room 202

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Conklin, Kelly	11	✓					
Ficci, Daniel	11						
Genevieve, Ryan	11						
Isak, Marshelinda	11						
Kaufman, Albert	11						
Krainski, Joseph	11	✓					
Rossano, Anthony	11	✓					
Saurs, Edward	11	✓					
Sirvano, Douglas	11						
Ward, Andrew	11	✓					
Witt, Brett	10						

Section 2 - Science

Cycle - 2

Teachers: Ryan Tolboom / Abbe Lustgarten Room 234

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Collazo, David	12	✓					
Cugini, Robert	12	✓					
Flaherty, James	10	✓					
Grantham, Martice	12	✓					
Gregor, Daniel	9	✓					
Hassan, Badir	9	✓					
Hogan, Nicholas	9						
Jadwinski, Christopher	9	✓					
Lang, Colin	9	✓					
Mroczek, David	9	✓					
Rivera, Lorraine	9	✓					
Winkle, Nicholas	9	Excused	Excused				
Witt, Cole	9	✓					

Section 3 - Language Arts

Cycle - 2

Teachers: Adele Fennessy / Kalyyn Deedy Room 208

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Corcoran, John	10	✓					
D'Agostino, Frankie	11						
Minus, Tiana	10	✓					
Patel, Darshan	11	✓					
Raab, Paige	11						
Ramos, Daniel	10	✓					
Todzia, Daniel	10	Excused					

Section 4 - Social Studies

Cycle - 2

Teachers: Christopher Thumm / Michelle Ballard Room 206

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Doshi, Kishan	10	✓					
Dzinglecki, Joseph	9	✓					
Fago, Ava	9						
Grantham, Jarvis	12	✓					
Guidi, Anthony	9	✓					
Jarzabski, Adrian	9	✓					
Ramirez, Marvin	10						
Randall, Raymond	9	✓					

SAT ACADEMY ABSENCES

Cycle 2 - Week 2 - 1/22/11

Total In Attendance: 24

Total Not Present: 16

Unexcused:

1. Collazo, David - 12
2. Corcoran, John - 10
3. Cugini, Robert - 12
4. ***D'Agostino, Frankie - 11
5. ***Fago, Ava - 9
6. ***Ficci, Daniel - 11
7. Grantham, Jarvis - 12
8. Grantham, Martice - 12
9. Gregor, Daniel - 9
10. ***Kaufman, Albert - 11
11. Lang, Colin - 9
12. Mroczek, David - 9
13. ***Raab, Paige - 11
14. Randall, Raymond - 9
15. Rivera, Lorraine - 9
16. ***Todzia, Daniel - 10

*** Indicates Student Has Not Attended Saturday Academy To Date

Section 1 - Math

Cycle - 2

Teachers: Mike Wall / Courtney Pepe Room 202

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Bautista, Jonathan	9		✓				
Ficci, Daniel	11						
Genevriere, Ryan	11		✓				
Isak, Marshelinda	11		✓				
Kaufman, Albert	11						
Krainski, Joseph	11	✓	✓				
Rossano, Anthony	11	✓	✓				
Saur, Edward	11	✓	✓				
Sirvano, Douglas	11		✓				
Ward, Andrew	11	✓	✓				

Section 2 - Science

Cycle - 2

Teachers: Ryan Tolboom / Abbe Lustgarten Room 234

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Collazo, David	12	✓					
Cugini, Robert	12	✓					
Flaherty, James	10	✓	✓				
Grantham, Martice	12	✓					
Gregor, Daniel	9	✓					
Hassan, Badir	9	✓	✓				
Hogan, Nicholas	9		✓				
Jadwinski, Christopher	9	✓	✓				
Lang, Colin	9	✓					
Mroczek, David	9	✓					
Rivera, Lorraine	9	✓					
Winkle, Nicholas	9	Excused	✓				
Witt, Brett	10	✓	✓				

Witt, Cole	9	✓	✓				
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Section 3 - Language Arts

Cycle - 2

Teachers: Adele Fennessy / Kalyyn Deedy Room 208

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Conklin, Kelly	11	✓	✓				
Corcoran, John	10	✓					
D'Agostino, Frankie	11						
Minus, Tiana	10	✓	✓				
Patel, Darshan	11	✓	✓				
Raab, Paige	11						
Ramos, Daniel	10	✓	✓				
Todzia, Daniel	10	Excused					

Section 4 - Social Studies

Cycle - 2

Teachers: Christopher Thumm / Michelle Ballard Room 206

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Doshi, Kishan	10	✓	✓				
Dzingleleski, Joseph	9	✓	✓				
Fago, Ava	9						
Grantham, Jarvis	12	✓					
Guidi, Anthony	9	✓	✓				
Jarzabski, Adrian	9	✓	✓				
Ramirez, Marvin	10		✓				
Randall, Raymond	9	✓					

SAT ACADEMY ABSENCES

Cycle 2 - Week 4 - 2/5/11

Total In Attendance: 10

Total Not Present: 22

Unexcused:

1. Bautista, Jonathan - 9
2. Collazo, David - 12
3. Corcoran, John - 10
4. ***D'Agostino, Frankie - 11
5. ***Fago, Ava - 9
6. ***Ficci, Daniel - 11
7. Geneviere, Ryan - 11
8. Grantham, Jarvis - 12
9. Gregor, Daniel - 9
10. Jarzabski, Adrian - 9
11. ***Kaufman, Albert - 11
12. Krainski, Joseph - 11
13. ***Raab, Paige - 11
14. Ramirez, Marvin - 10
15. Randall, Raymond - 9
16. Rivera, Lorraine - 9
17. ***Todzia, Daniel - 10
18. Velasquez-Victoriano, Ruben - 9
19. Ward, Andrew - 11
20. Witt, Brett - 10
21. Witt, Cole - 9

Excused:

22. Sirvano, Douglas - 11 (Mom Called; Sick)

*** Indicates Student Has Not Attended Saturday Academy To Date

Section 1 - Math

Cycle - 2

Teachers: Mike Wall / Courtney Pepe Room 202

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Bautista, Jonathan	9		✓	SNOW DAY!			
Ficci, Daniel	11	Excused	Excused				
Geneviere, Ryan	11		✓				
Isak, Marshelinda	11		✓		✓		
Kaufman, Albert	11						
Krainski, Joseph	11	✓	✓				
Rossano, Anthony	11	✓	✓		✓		
Saur, Edward	11	✓	✓		✓		
Sirvano, Douglas	11		✓				
Velasquez-Victoriano, Ruben	9						
Ward, Andrew	11	✓	✓				

Section 2 - Science

Cycle - 2

Teachers: Ryan Tolboom / Abbe Lustgarten Room 234

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Collazo, David	12	✓	College Visit	SNOW DAY!			
Cugini, Robert	12	✓			✓		
Flaherty, James	10	✓	✓		✓		
Grantham, Martice	12	✓	Excused		✓		
Gregor, Daniel	9	✓					
Hassan, Badir	9	✓	✓		✓		
Hogan, Nicholas	9		✓		✓		
Jadwinski, Christopher	9	✓	✓		✓		
Lang, Colin	9	✓			✓		
Mroczek, David	9	✓			✓		
Rivera, Lorraine	9	✓					
Winkle, Nicholas	9	Excused	✓		✓		
Witt, Brett	10	✓	✓				

Witt, Cole	9	✓	✓					
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Section 3 - Language Arts

Cycle - 2

Teachers: Adele Fennessy / Kalynn Deedy Room 208

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Conklin, Kelly	11	✓	✓	SNOW DAY!	✓		
Corcoran, John	10	✓					
D'Agostino, Frankie	11						
Minus, Tiana	10	✓	✓		✓		
Patel, Darshan	11	✓	✓		✓		
Raab, Paige	11						
Ramos, Daniel	10	✓	✓		✓		
Todzia, Daniel	10	Excused					

Section 4 - Social Studies

Cycle - 2

Teachers: Christopher Thumm / Michelle Ballard Room 206

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Doshi, Kishan	10	✓	✓	SNOW DAY!	✓		
Dzingleski, Joseph	9	✓	✓		✓		
Fago, Ava	9						
Grantham, Jarvis	12	✓	Excused				
Guidi, Anthony	9	✓	✓		✓		
Jarzabski, Adrian	9	✓	✓				
Ramirez, Marvin	10		✓				
Randall, Raymond	9	✓					

SAT ACADEMY ABSENCES

Cycle 2 - Week 5 - 2/12/11

Total In Attendance: 22

Total Not Present: 21

Unexcused:

1. Bautista, Jonathan - 9
2. Conklin, Kelly - 11
3. Corcoran, John - 10
4. Cugini, Robert - 12
5. ***Fago, Ava - 9
6. ***Ficci, Daniel - 11
7. Geneviere, Ryan - 11
8. Grantham, Jarvis - 12
9. Grantham, Martice - 12
10. Hogan, Nicholas - 9
11. Isak, Marshelinda - 11
12. ***Kaufman, Albert - 11
13. Patel, Darshan - 11
14. ***Raab, Paige - 11
15. Ramirez, Marvin - 10
16. Randall, Raymond - 9
17. Rivera, Lorraine - 9
18. ***Todzia, Daniel - 10
19. Witt, Brett - 10
20. Witt, Cole - 9

Excused:

21. Sirvano, Douglas - 11 (Mom Called; Hockey)

*** Indicates Student Has Not Attended Saturday Academy To Date

Section 1 - Math

Cycle - 2

Teachers: Mike Wall / Courtney Pepe Room 202

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Ficci, Daniel	11	Excused	Excused				
Genevieve, Ryan	11		✓				
Isak, Marshelinda	11		✓		✓		
Kaufman, Albert	11						
Krainski, Joseph	11	✓	✓			✓	
Rossano, Anthony	11	✓	✓		✓	✓	
Saurs, Edward	11	✓	✓		✓	✓	
Sirvano, Douglas	11		✓				
Ward, Andrew	11	✓	✓			✓	

Section 2 - Science

Cycle - 2

Teachers: Ryan Tolboom / Abbe Lustgarten Room 234

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Bautista, Jonathan	9		✓	SNOW DAY!			
Collazo, David	12	✓	College Visit			✓	
Cugini, Robert	12	✓			✓		
Flaherty, James	10	✓	✓		✓	✓	
Grantham, Marice	12	✓	Excused		✓		
Gregor, Daniel	9	✓				✓	
Hassan, Badir	9	✓	✓		✓	✓	
Hogan, Nicholas	9		✓		✓		
Jadwinski, Christopher	9	✓	✓		✓	✓	
Lang, Colin	9	✓			✓	✓	
Larocca, James	9					✓	
Mazzio, Nick	9					✓	
Mroczek, David	9	✓			✓	✓	
Rivera, Lorraine	9	✓					
Velasquez-Victoriano, Ruben	9					✓	
Winkle, Nicholas	9	Excused	✓		✓	✓	
Witt, Brett	10	✓	✓				
Witt, Cole	9	✓	✓				

Section 3 - Language Arts

Cycle - 2

Teachers: Adele Fennessy / Kalyyn Deedy Room 208

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Conklin, Kelly	11	✓	✓	SNOW DAY!	✓		
Corcoran, John	10	✓					
D'Agostino, Frankie	11					✓	
Minus, Tiana	10	✓	✓		✓	✓	
Patel, Darshan	11	✓	✓		✓		
Ramos, Daniel	10	✓	✓		✓	✓	
Todzia, Daniel	10	Excused					

Section 4 - Social Studies

Cycle - 2

Teachers: Christopher Thumm / Michelle Ballard Room 206

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th
Doshi, Kishan	10	✓	✓	SNOW DAY!	✓	✓	
Dzingleski, Joseph	9	✓	✓		✓	✓	
Fago, Ava	9						
Grantham, Jarvis	12	✓	Excused				
Guidi, Anthony	9	✓	✓		✓	✓	
Jarzabski, Adrian	9	✓	✓			✓	
Ramirez, Marvin	10		✓				
Randall, Raymond	9	✓					

SAT ACADEMY ABSENCES

Cycle 2 - Week 6 - 2/26/11

Total In Attendance: 23

Total Not Present: 20

Unexcused:

1. Bautista, Jonathan - 9
2. Boehm, Alicia - 9
3. Corcoran, John - 10
4. Cugini, Robert - 12
5. D'Agostino, Frankie - 11
6. ***Fago, Ava - 9
7. ***Ficci, Daniel - 11
8. Geneviere, Ryan - 11
9. Hogan, Nicholas - 9
10. ***Kaufman, Albert - 11
11. Larocca, James - 9
12. Ramirez, Marvin - 10
13. Rivera, Lorraine - 9
14. ***Todzia, Daniel - 10
15. Velasquez-Victoriano, Ruben - 9
16. Ward, Anthony - 11
17. Winkle, Nicholas - 9
18. Witt, Brett - 10
19. Witt, Cole - 9

Excused:

20. Sirvano, Douglas - 11 (Mom Called; he will not be here next week either)

*** Indicates Student Has Not Attended Saturday Academy To Date

Section 1 - Math

Cycle - 2

Teachers: Mike Wall / Courtney Pepe Room 202

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Ficci, Daniel	11	Excused	Excused	SNOW DAY!				
Genevriere, Ryan	11		✓					
Isak, Marshelinda	11		✓		✓		✓ (attended LA section)	
Kaufman, Albert	11							
Krainski, Joseph	11	✓	✓			✓	✓	
Rossano, Anthony	11	✓	✓		✓	✓	✓	
Saur, Edward	11	✓	✓		✓	✓	✓	
Sirvano, Douglas	11		✓					
Ward, Andrew	11	✓	✓			✓		

Section 2 - Science

Cycle - 2

Teachers: Ryan Tolboom / Abbe Lustgarten Room 234

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Bautista, Jonathan	9		✓	SNOW DAY!				
Boehm, Alicia	9							
Collazo, David	12	✓	College Visit			✓	✓	
Cugini, Robert	12	✓			✓			
Flaherty, James	10	✓	✓		✓	✓	✓	
Grantham, Martice	12	✓	Excused		✓		✓	
Gregor, Daniel	9	✓				✓	✓	
Hassan, Badir	9	✓	✓		✓	✓	✓	
Hogan, Nicholas	9		✓		✓			
Jadwinski, Christopher	9	✓	✓		✓	✓	✓	
Lang, Colin	9	✓			✓	✓	✓	
Iarocca, James	9					✓		
Mazzio, Nick	9					✓	✓	
Mroczek, David	9	✓			✓	✓	✓	
Rivera, Lorraine	9	✓						
Velasquez-Victoriano, Ruben	9					✓		
Winkle, Nicholas	9	Excused	✓		✓	✓		
Witt, Brett	10	✓	✓					
Witt, Cole	9	✓	✓					

Section 3 - Language Arts

Cycle - 2

Teachers: Adele Fennessy / Kalynn Deedy Room 208

Student Name:	GI	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Conklin, Kelly	11	✓	✓	SNOW DAY!	✓		✓	
Corcoran, John	10	✓						
D'Agostino, Frankie	11					✓		
Minus, Tiana	10	✓	✓		✓	✓		
Patel, Darshan	11	✓	✓		✓		✓	
Ramos, Daniel	10	✓	✓		✓	✓	✓	
Todzia, Daniel	10	Excused						

Section 4 - Social Studies

Cycle - 2

Teachers: Christopher Thumm / Michelle Ballard Room 206

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Doshi, Kishan	10	✓	✓	SNOW DAY!	✓	✓	✓	
Dzingleski, Joseph	9	✓	✓		✓	✓	✓	
Fago, Ava	9							
Grantham, Jarvis	12	✓	Excused				✓	
Guidi, Anthony	9	✓	✓		✓	✓	✓	
Jarzabski, Adrian	9	✓	✓			✓	✓	
Ramirez, Marvin	10		✓					
Randall, Raymond	9	✓					✓	

SAT ACADEMY ABSENCES

Cycle 2 - Week 6+ - 3/5/11

Total In Attendance: 17

Total Not Present: 26

Unexcused:

1. Conklin, Kelly - 11
2. Corcoran, John - 10
3. Cugini, Robert - 12
4. D'Agostino, Frankie - 11
5. ***Fago, Ava - 9
6. ***Ficci, Daniel - 11
7. Geneviere, Ryan - 11
8. Grantham, Jarvis - 12
9. Grantham, Martice - 12
10. Gregor, Daniel - 9
11. Hogan, Nicholas - 9
12. Isak, Marshelinda - 11
13. ***Kaufman, Albert - 11
14. Krainski, Joseph - 11
15. Lang, Colin
16. Ramirez, Marvin - 10
17. Rivera, Lorraine - 9
18. Rossano, Anthony - 11
19. Saur, Edward - 11
20. Sirvano, Douglas - 11
21. ***Todzia, Daniel - 10
22. Velasquez-Victoriano, Ruben - 9
23. Ward, Anthony - 11
24. Winkle, Nicholas - 9
25. Witt, Brett - 10
26. Witt, Cole - 9

*** Indicates Student Has Not Attended Saturday Academy To Date

SAT ACADEMY PERFECT ATTENDANCE

CYCLE 2

1. Flaherty, James - 10
2. Hassan, Badir - 9
3. Jadwinski, Christopher - 9
4. Minus, Tiana - 10
5. Ramos, Daniel - 10
6. Doshi, Kishan - 10
7. Dzingleski, Joseph - 9
8. Guidi, Anthony - 9

Section 1 - Math

Cycle - 2

Teachers: Mike Wall / Courtney Pepe Room 202

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Ficci, Daniel	11	Excused	Excused	SNOW DAY!				
Genevriere, Ryan	11		✓					
Isak, Marshelinda	11		✓		✓		✓ (attended LA section)	
Kaufman, Albert	11							
Krainski, Joseph	11	✓	✓			✓	✓	
Rossano, Anthony	11	✓	✓		✓	✓	✓	
Saur, Edward	11	✓	✓		✓	✓	✓	
Sirvano, Douglas	11		✓					
Ward, Andrew	11	✓	✓			✓		

Section 2 - Science

Cycle - 2

Teachers: Ryan Tolboom / Abbe Lustgarten Room 234

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Bautista, Jonathan	9		✓					✓
Boehm, Alicia	9							✓
Collazo, David	12	✓	College Visit			✓	✓	✓
Cugini, Robert	12	✓			✓			
Flaherty, James	10	✓	✓		✓	✓	✓	✓
Grantham, Martice	12	✓	Excused		✓		✓	
Gregor, Daniel	9	✓				✓	✓	
Hassan, Badir	9	✓	✓		✓	✓	✓	✓
Hogan, Nicholas	9		✓		✓			
Jadwinski, Christopher	9	✓	✓		✓	✓	✓	✓
Lang, Colin	9	✓			✓	✓	✓	
Larocca, James	9					✓		✓
Mazzio, Nick	9					✓	✓	✓
Mroczek, David	9	✓			✓	✓	✓	✓
Rivera, Lorraine	9	✓						
Velasquez-Victoriano, Ruben	9					✓		
Winkle, Nicholas	9	Excused	✓		✓			
Witt, Brett	10	✓	✓					
Witt, Cole	9	✓	✓					

SNOW DAY!

Section 3 - Language Arts

Cycle - 2

Teachers: Adele Fennessy / Kalynn Deedy Room 208

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Conklin, Kelly	11	✓	✓	SNOW DAY!	✓		✓	
Corcoran, John	10	✓						
D'Agostino, Frankie	11					✓		
Minus, Tiana	10	✓	✓		✓	✓	✓	✓
Patel, Darshan	11	✓	✓		✓		✓	✓
Ramos, Daniel	10	✓	✓		✓	✓	✓	✓
Todzia, Daniel	10	Excused						

Section 4 - Social Studies

Cycle - 2

Teachers: Christopher Thumm / Michelle Ballard Room 206

Student Name:	GL	Week 1 January 8th	Week 2 January 22nd	Week 3 January 29th	Week 4 February 5th	Week 5 February 12th	Week 6 February 26th	Week 7 (Make-Up) March 5th
Doshi, Kishan	10	✓	✓	SNOW DAY!	✓	✓	✓	✓
Dzinglecki, Joseph	9	✓	✓		✓	✓	✓	✓
Fago, Ava	9							
Grantham, Jarvis	12	✓	Excused				✓	
Guidi, Anthony	9	✓	✓		✓	✓	✓	✓
Jarzabski, Adrian	9	✓	✓			✓	✓	✓
Ramirez, Marvin	10		✓					
Randall, Raymond	9	✓					✓	✓

MATH
LESSON PLANS,
EXAMPLES OF STUDENT WORK, &
STUDY ISLAND DATA

Saturday Academy

Lesson 1

"How to Conquer the Hespa(Math Section)"

Teachers: Mike Wall, Courtney Pepe

Subject: Math

Objective: SWBAT describe the process and procedures of the math section of the HESPA. SWBAT identify specific examples of strengths and weaknesses with regard to the mathematics portion of the test.

Procedure: Explain the mathematics section of the HESPA to the students. Read two page articles about the HESPA procedures. Have a Socratic seminar discussing the article and grading of the test with regard to multiple choice questions and practical application problems. Teacher will distribute the computers. Teacher will introduce the students to Study Island and distribute student user names and passwords. Teacher will preview content vocabulary that appears on the HESPA: real numbers, imaginary numbers, rational numbers, prime numbers, whole numbers, and irrational numbers. Students will complete short progress monitoring tasks on Study Island while interspersed with error analysis discussions led by instructors. Teachers will close with the concept of numerical ordering.

Assessment: Students will be graded based on the Saturday Academy rubric. Also, instructors will use the diagnostic assessment in Study Island as an instructional planning tool.

Saturday Academy

Lesson Two

"Exponents, Exponents, Exponents"

Teachers: Mike Wall, Courtney Pepe

Subject: Math

Objective: SWBAT complete and solve various math problems involving exponents and the application of mathematical properties as they apply to problems on the HESPA.

Procedure: Explain the importance of eating a good breakfast on morning of the HESPA to the students. Read two page articles about the relationship between proper nutrition and test performance. Have a Socratic seminar discussing the article and examples of what to eat and what not to eat on the morning of the test. Teacher will distribute the computers. Teacher will preview content vocabulary in the form of mathematical properties: Quotient of Power Property, Power of a Quotient Property, Power of Power Property, Product of a Power Property. Students will complete an exponent progress monitoring tasks on Study Island while interspersed with error analysis discussions led by instructors. Teachers will work individually with students to help them understanding the mistakes they made. Exponent worksheets and error analysis worksheets from Study Island will be distributed to student and placed in their Saturday Academy binder to help prepare for them for the HESPA.

Assessment: Students will be graded based on the Saturday Academy rubric. Also, instructors will use the exponent quiz /assessment in Study Island as a tool to guide their future instruction.

8.1 Multiplication Properties of Exponents.

$$a^2 \cdot a^3 = a \cdot a \cdot a \cdot a \cdot a = a^5$$

$$5^3 \cdot 5^4 = 5^7$$

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

8.3 Division Properties of Exponents

$$\frac{4^5}{4^3} =$$

Quotient of Powers Property

$$\frac{a^m}{a^n} = a^{m-n}$$

$$a \neq 0$$

Power of a Quotient Property

$$\left(\frac{a}{b}\right)^m = \frac{a^m}{b^m}$$

$$b \neq 0$$

8.2: Zero and negative Exponents

Definitions of zero and negative exponents

1.) A non zero number to the zero power is 1

$$a^0 = 1 \quad a \neq 0$$

2.) a^{-n} is the reciprocal of a^n

$$a^{-n} = \frac{1}{a^n} \quad a \neq 0$$

HIGH SCHOOL PROFICIENCY ASSESSMENT MATHEMATICS REFERENCE SHEET

Use the information below, as needed, to answer questions on the Mathematics Section of the Fall 2001 Released Form High School Proficiency Assessment.

$$\pi \approx 3.14 \text{ or } \frac{22}{7}$$

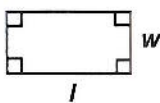
Circle

Area = πr^2
Circumference = $2\pi r$



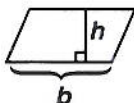
Rectangle

Area = lw
Perimeter = $2(l + w)$



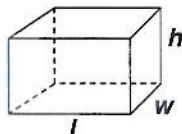
Parallelogram

Area = bh



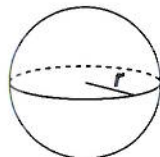
Rectangular Prism

Volume = lwh
Surface Area = $2lw + 2wh + 2lh$



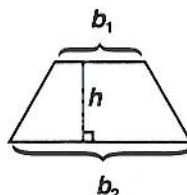
Sphere

Volume = $\frac{4}{3}\pi r^3$



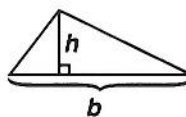
Trapezoid

Area = $\frac{1}{2}(b_1 + b_2)h$



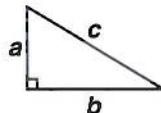
Triangle

Area = $\frac{1}{2}bh$



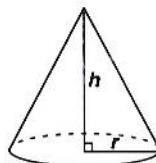
Pythagorean Formula

$$c^2 = a^2 + b^2$$



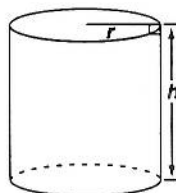
Cone

Volume = $\frac{1}{3}\pi r^2 h$



Cylinder

Volume = $\pi r^2 h$



Use the following equivalents for your calculations.

12 inches = 1 foot
3 feet = 1 yard
36 inches = 1 yard
5,280 feet = 1 mile
1,760 yards = 1 mile

100 centimeters = 1 meter
1000 meters = 1 kilometer

1000 milliliters (mL) =
1 liter (L)

60 seconds = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week
52 weeks = 1 year

1000 watt hours =
1 kilowatt hour

1000 milligrams = 1 gram
100 centigrams = 1 gram
10 grams = 1 dekagram
1000 grams = 1 kilogram

8 fluid ounces = 1 cup
2 cups = 1 pint
2 pints = 1 quart
4 quarts = 1 gallon

The sum of the measures of the interior angles of a triangle = 180°

The measure of a circle is 360° or 2π radians

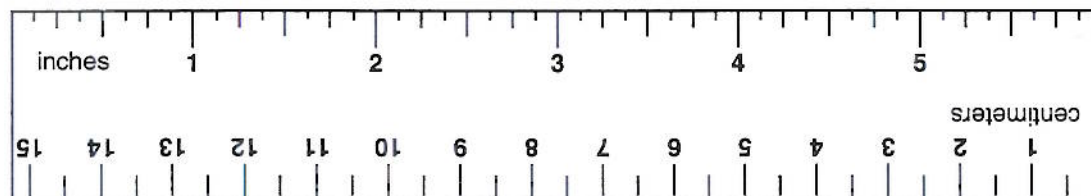
Distance = rate \cdot time Interest = principal \cdot rate \cdot time

Compound Interest Formula: $A = p(1 + \frac{r}{k})^{kt}$

A = amount after t years; p = principal; r = annual interest rate; t = number of years;
 k = number of times compounded per year

The number of combinations of n elements taken r at a time is given by $\frac{n!}{(n-r)!r!}$

The number of permutations of n elements taken r at a time is given by $\frac{n!}{(n-r)!}$



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Eat Your Way to a Higher SAT or ACT Score

By Renee Euchner
March 10, 2009

Preparing for the college admission tests while eating potato chips and drinking cola? You may not be as ready for the SAT or ACT as you think. We talked to dieticians about an important part of test preparation that often gets ignored: food.

Food to Help Your Brain

"For optimal brain function, you can't rely on a single [food] or even a handful of 'super foods' for a few days before a test," says registered dietician Dalia

Perelman from the Camino Medical Center in Mountain View, Calif.

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getting the degree you need.

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-- Please select --

Choose a Career
-- Please select --

Email Zip

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[CONTINUE](#)

"Foods that contain less-processed forms of carbohydrates, such as whole grains, beans, whole fruits (not juice) and starchy vegetables, will provide a steady source of energy to the brain," she says. "When the sources of carbohydrates in the diet are sugars (as in cookies or cakes made with white flour), the levels of sugar in the blood are less stable, thus affecting brain function."

"Adolescents need foods from all food groups," adds Dr. Karen Cullen, associate professor of pediatrics at Baylor College of Medicine in Houston. "To find out about healthful food and beverage choices, students can check out www.mypyramid.gov."

Don't Skip Breakfast

"There's a lot of research on the overall impact that breakfast has on academic achievement," says Mary Angela Miller, registered dietician at Ohio State University in Columbus. "You don't want to work on old

energy storages from the day before. It is important to have a fresh supply of carbohydrates each day."

Perelman concurs: "If you don't refuel your body in the morning, you will have to draw fuel from your own energy stores. When using reserves, your body tries to save as much energy as possible, and all nonessential functions will not receive much fuel. So creative thinking, memory, attention span, all suffer."

Share |

Saturday Academy

Lesson 4

"How to Conquer the Hespa(Math Section)"

Teachers: Mike Wall, Courtney Pepe

Subject: Math

Objective: SWBAT describe formulas and problem solving strategies for the geometry section of the HESPA. SWBAT identify specific examples of strengths and weaknesses with regard to the geometry portion of the test.

Procedure: Analyze the constructed response grading procedure of the mathematics section of the HESPA with the students. Read two page articles about Controlling the Effects of Testing Anxiety. Have a Socratic seminar discussing the article and grading of the test with regard to practical application problems and the differences of scoring a 0,1,2,3 on the constructed response section of the test. Teacher will distribute the computers. Teacher will preview geometry content vocabulary that appears on the HESPA: diameter, radius, circumference, major arc, minor arc, sector, secant, tangent. Students will complete two short geometry progress monitoring tasks on Study Island interspersed with error analysis discussions led by instructors. Teachers will close with the concept of angles.

Assessment: Students will be graded based on the Saturday Academy rubric. Also, instructors will use the on-going assessment in Study Island as an instructional planning tool.

Saturday Academy

Lesson 5

"Test Prep for the Mathematics Section of the HESPA"

Teachers: Mike Wall, Courtney Pepe

Subject: Math

Objective: SWBAT complete a full length simulated practice test to prepare them for the mathematics section of the HESPA. SWBAT identify specific examples of strengths and weaknesses with regard to the multiple choice sections and open ended portions of the test.

Procedure: Have a Socratic seminar in the form of a KWL – what do we know about the HESPA, what do we want to learn about the HESPA? Teacher will distribute one full length practice exam. When the students finish the practice exam teacher will distribute laptop computers. While students practice topics for the HESPA in the form of short progress monitoring tasks on Study Island the teacher will grade the practice tests. Teacher will then go over the answers to the practice exam with the students with an emphasis on common mistakes and the open ended problems. We will close by completing the "what have we learned today" portion of the K-W-L chart.

Assessment: Students will be graded based on the Saturday Academy rubric. Instructor will analyze errors in the Practice Test and use this information to drive instruction for the final two weeks of the academy session.

HSPA Mathematics

Practice Test 2*

(See page 205 for answer sheets.)

TIME: 120 Minutes (Note: In the actual test administration, students will be given a brief break after each section.)
48 Questions

DIRECTIONS: Record your responses on the answer sheets provided.

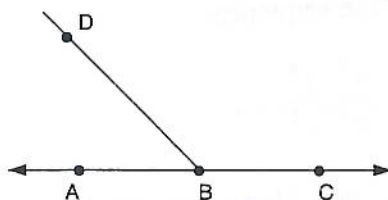
Part I

1. $(-3 \times 10^{25}) \times (4 \times 10^7) =$
(A) -12×10^{32} (C) -12×10^{18}
(B) -12×10^{31} (D) 1×10^{32}
2. Solve for x .
 $5x - 2y = 20$
 $2x + 3y = 27$
(A) $\frac{6}{19}$ (C) 5
(B) $\frac{6}{11}$ (D) 6
3. An excavation for a building is 30 yards long, 10 yards wide, and $20\frac{1}{2}$ yards deep. If a cubic yard of earth weighs approximately 9 pounds, what will the weight of the earth (that fills the excavation) be when the excavation is filled to the top?
(A) 270 pounds (C) 2,700 pounds
(B) $683\frac{1}{3}$ pounds (D) 55,350 pounds
4. The first four terms of a sequence are
1, 4, 9, 16, ...
Assuming the pattern continues, what is the sum of the fifth and sixth terms?

* The HSPA test is given over a two- or three-day period. Testing times and section lengths are approximate, and will vary from administration to administration.

- (A) 11 (C) 61
(B) 36 (D) 91

5. Answer the question based on the following diagram.

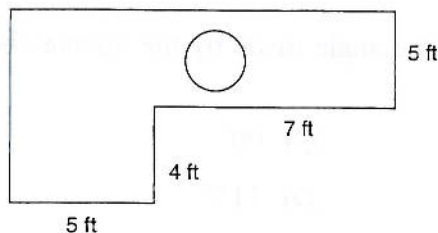


If segment \overline{DB} meets line AC at point B , which of the following is true?

- (A) $\angle ABD$ and $\angle DBC$ are supplementary angles.
(B) Segment \overline{DB} is perpendicular to line AC .
(C) $\angle ABD$ and $\angle DBC$ are complementary angles.
(D) $\angle ABD$ and $\angle DBC$ are vertical angles.
6. A car salesperson receives \$575 a week in addition to 3% commission on all cars whose sticker price is above \$4,500. One week he sold a Ford for \$8,785 and a Buick for \$5,832. How much did he earn that week?
- (A) \$749.96 (C) \$1,013.51
(B) \$838.55 (D) \$4,385.10

- (A) 5
(B) $\sqrt{29}$
- (C) 29
(D) 59

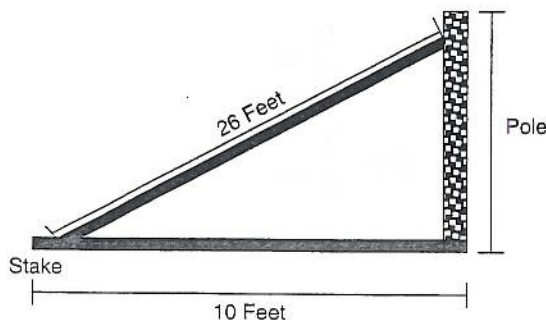
Question 16 refers to the following diagram. All lines are parallel or perpendicular.



16. George must paint his bedroom ceiling. The diagram above represents his bedroom and includes a circular light fixture with a diameter of 2 feet. A gallon of paint covers 16 square feet and costs \$8.95. How much will George have to spend on paint to cover the entire ceiling except for the light fixture? Assume he cannot buy a fraction of a gallon of paint.

- (A) \$35.80
(B) \$42.99
- (C) \$44.75
(D) \$50.20

17. Answer the question based on the following diagram.

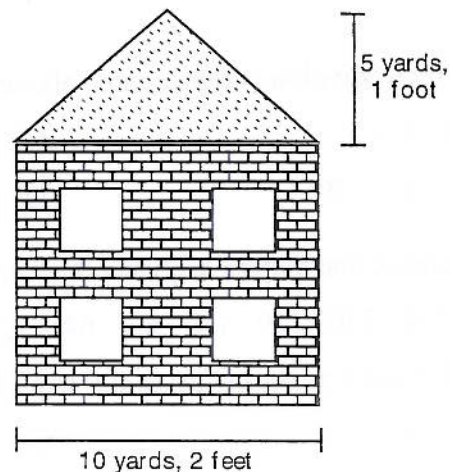


A 26-foot wire reaches from the top of a pole to a stake in the ground. If the distance from the base of the pole to the stake is 10 feet, how high is the pole?

23. Consider the following chart with 4 columns and 50 rows.

	Column A	Column B	Column C	Column D
Row 1	1	300	1	6
Row 2	8	297	4	17
Row 3	15	294	9	39
Row 4	22	291	16	83
Row 5	29	288	25	171
...
Row 50	?	?	?	?

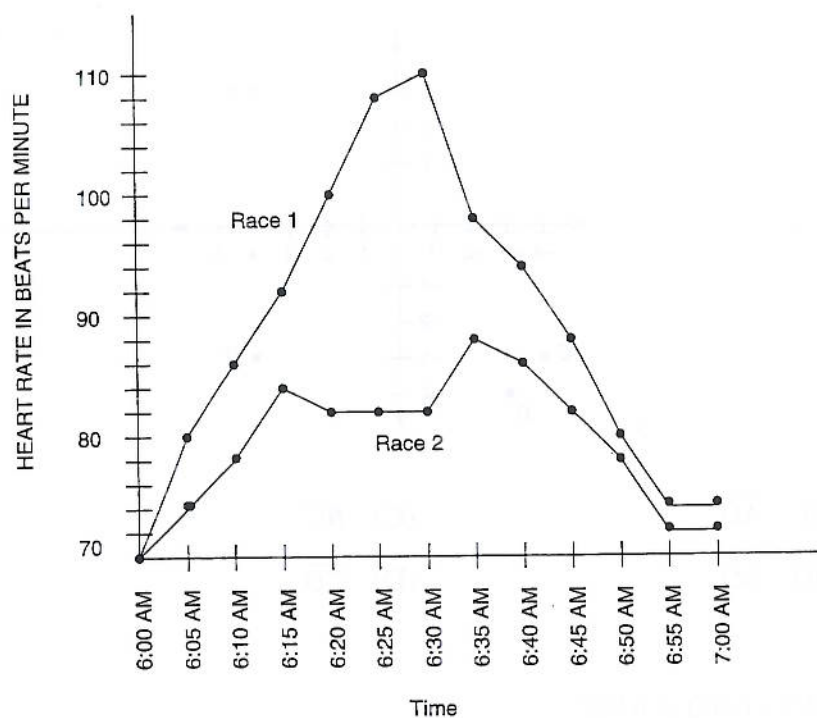
- Assuming columns A and B are linear (but NOT C and D), find the numbers for columns A, B and C for row 50.
 - In which column would the number 256 be found? Explain.
 - What is the entry for the 30th row of column A?
 - In what row will the number 1403 appear in column D?
24. What is the area, in square feet, of the triangular region in the diagram shown here?



with specific plants. He has decided to set aside 20% of the garden with roses and an additional 32.9 square feet for a tomato patch. How much of the garden is set aside for the roses and tomatoes?

- (A) 52.9 square feet (C) 523.1 square feet
(B) 148.1 square feet (D) 569.42 square feet

29. Read the graph below, then answer the question.



A runner has her heartbeat recorded for two 10.1-mile races run in the same park near her home, held on different days, and both starting at 6 AM.

Which of the following is true at 6:20 AM for the recorded heart rates for Race #1 and Race #2?

- (A) Both recorded heart rates are increasing.

33. An owner of a delicatessen is thinking of constructing a parking lot in back of his store. He would like to have 35 parking spaces, and will need 2 pounds of cement for each parking space. If he buys 40 more pounds of cement than he expects to use, how many pounds of cement does he buy?

(A) 30 pounds (C) 110 pounds
(B) 70 pounds (D) 1,470 pounds

For the next two questions:

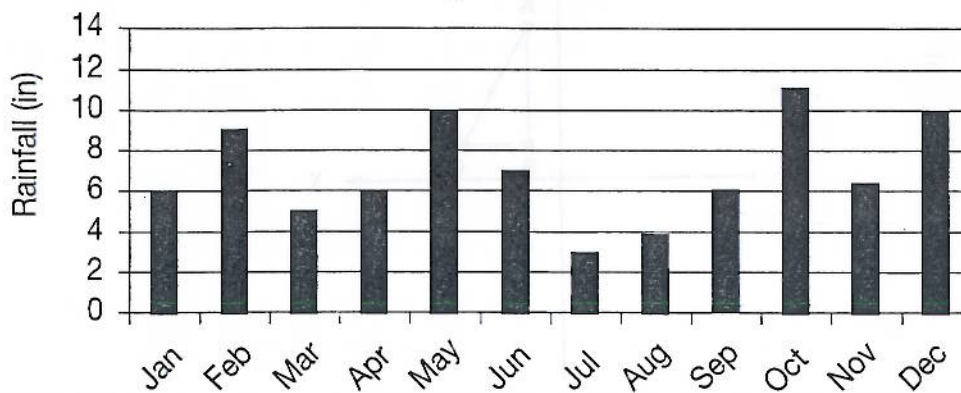
In this game, each player has red and black chips. Both players place on the table, simultaneously, a single chip. For the chart shown, a positive number means a gain for Player 1 (and thus a loss for Player 2). A negative number indicates a loss for player 1 (and thus a gain for Player 2). R=Red, B=Black.

		Player 2	
		R	B
Player 1	R	+\$3	-\$4
	B	-\$1	+\$1

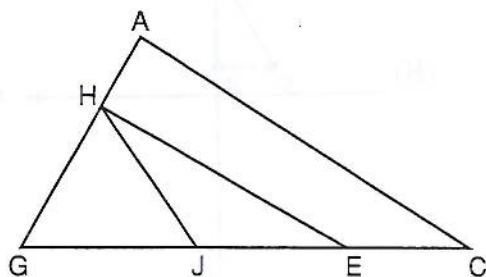
34. Suppose Player 1 is conservative, and Player 2 wants to minimize Player 1's gains. How should each player play?
- (A) Player 1 plays red and Player 2 plays black.
(B) Player 1 plays black and Player 2 plays red.
(C) Both players play red.
(D) Both players play black.
35. Suppose Player 1 adopts the strategy to alternate colors, beginning with red. If Player 2 has figured out Player 1's strategy, what is the expected loss for Player 1? Explain.

38. The graph below shows the average monthly rainfall for the city of Batesville. During the month that had the third-smallest amount of rainfall, how many inches did it rain?

**Average Monthly Rainfall for the
City of Batesville**



- (A) 3
(B) 4
(C) 5
(D) 6
- 39.

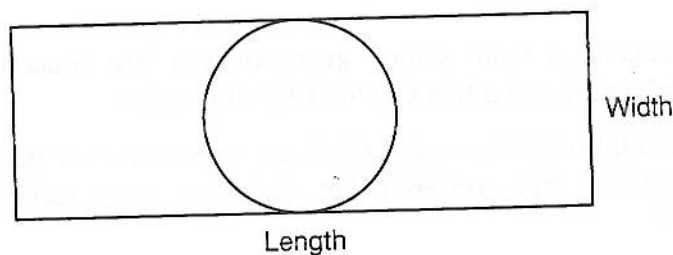


Note: The figure is not drawn to scale.

Given $HG = HJ = JE$, \overline{HE} is parallel to \overline{AC} and $m \angle AHJ = 128^\circ$, what is $m \angle C$?

- (A) 32°
(B) 44°
(C) 52°
(D) 64°
40. Two cylinders have the same volume. If the radius of cylinder I is 3 times the radius of cylinder II, then the height of cylinder II is how many times the height of cylinder I?
- (A) 12
(B) 9
(C) 6
(D) 3

42. What is the 422nd digit to the right of the decimal point for the number $0.\overline{53142}$?
- (A) 1 (C) 3
(B) 2 (D) 4
43. On the xy -coordinate plane, point O is the origin. Suppose vector $\overrightarrow{OE} = (3, 8)$ and vector $\overrightarrow{OF} = (-2, -4)$. What ordered pair represents vector \overrightarrow{EF} ?
- (A) $(-12, -5)$ (C) $(4, 1)$
(B) $(-5, -12)$ (D) $(1, 4)$
44. An item in a store will be marked up 30% tomorrow, and then will be discounted 40% from tomorrow's price the day after tomorrow. If the storeowner wants to apply one single discount equivalent to these two changes, what percent discount would that be?
- (A) 10 (C) 18
(B) 14 (D) 22
45. A dartboard consists of a circle inside a rectangle, as shown below.



The diameter of the circle equals the width of the rectangle. If the length of the rectangle is 20 units and its area is 160 square units, what is the approximate probability that a dart that lands inside the rectangle will also land inside the circle?

- (A) .05 (C) .25
(B) .13 (D) .31

Saturday Academy

Lesson 6

Final Preparation for the HESPA Mathematics Section

Teachers: Mike Wall, Courtney Pepe

Subject: Math

Objective: SWBAT complete probability problems that are basic, intermediate and advanced in sophistication. SWBAT identify specific examples of strengths and weaknesses with regard to the solving for equations and inequalities, working with polynomials, and sample populations. SWBAT apply this knowledge to achieve success on the HESPA exam this week.

Procedure: Teacher will distribute six problems involving probability to the students as the Do-Now. These problems connect to various levels of thinking in Bloom's taxonomy. Teachers will circulate as the students solve these problems as a means of identifying strengths and weaknesses and use this data to tailor their instruction. When the students finish the practice exam teacher will distribute laptop computers. Teacher will do three mini lessons on probability, solving equations and working with polynomials. The students will then complete short progress monitoring tasks on Study Island while the teachers circulate and provide support with reinforcement of algebra one concepts and vocabulary. While students practice topics for the HESPA in the form of short progress monitoring tasks on Study Island the teachers will print out error reports from Study Island and use this data for the study binders and engage in error analysis. We will close by giving a post-test in Study Island to measure student progress throughout the cycle. Post-test scores will be compared with pre-test scores and used as a sample of student improvement throughout the cycle.

Assessment: Students will be graded based on the Saturday Academy rubric. The post test will also be used as a means of assessment.



STUDY ISLAND

Wall, Mike - Sat 03/05/2011

Report Period: Jan 3, 11 through --, --, --

[Change Report Period](#)
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Individual Subject Report

Program: NJ Standards Mastery**Subject:** Math**User:** Saur, Edward**Passing Level:** Proficient**Starting Date:** Jan 3, 2011**Report Period:** Jan 3, 2011 through Mar 5, 2011
[Compare with others](#)
[Suggested Topics](#)
[Automatically Email Report](#)

Study Island Topics

Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade
<input type="checkbox"/> 1. Pretest - Math	1	9:19	6 / 10	60.0%	-
2. Number & Numerical Operations (Standard 4.1)					
<input type="checkbox"/> a. Real Numbers - Standard	3	9:10	4 / 12	33.3%	FB
<input type="checkbox"/> Real Numbers	1	4:13	10 / 10	100.0%	A
<input type="checkbox"/> b. Compare & Order Real Numbers - Standard	1	6:48	9 / 10	90.0%	A
<input type="checkbox"/> c. Properties of Arithmetic - Standard	1	6:39	1 / 10	10.0%	FB
<input type="checkbox"/> Properties of Arithmetic	1	3:40	8 / 10	80.0%	P
<input type="checkbox"/> d. Order of Operations - Standard	1	10:28	9 / 10	90.0%	A
<input type="checkbox"/> e. Exponents - Standard	2	12:53	15 / 20	75.0%	P
<input type="checkbox"/> f. Matrices - Standard	2	14:29	16 / 20	80.0%	P
<input type="checkbox"/> g. Estimation - Standard	1	24:29	6 / 10	60.0%	P
3. Geometry & Measurement (Standard 4.2)					
<input type="checkbox"/> a. Drawing Objects - Standard	2	17:00	16 / 20	80.0%	P
<input type="checkbox"/> b. Angle Measure - Standard	1	2:30	10 / 10	100.0%	A
<input type="checkbox"/> c. Circles, Triangles, & Quadrilaterals - Standard	1	4:26	7 / 10	70.0%	P
<input type="checkbox"/> d. Counterexamples & Assertions - Standard	1	17:38	5 / 10	50.0%	PP
<input type="checkbox"/> e. Transformations - Standard	1	8:43	8 / 10	80.0%	P
<input type="checkbox"/> f. Iterative Geometric Patterns - Standard	3	12:33	3 / 11	27.3%	FB
<input type="checkbox"/> g. Coordinate Geometry - Standard	2	43:25	12 / 20	60.0%	P
<input type="checkbox"/> h. Units of Measurement - Standard	3	14:15	22 / 30	73.3%	P

<input type="checkbox"/>	i. Right Triangle Trigonometry - Standard	1	13:51	7 / 10	70.0%	P
<input type="checkbox"/>	j. Perimeter, Area, Surface Area, & Volume - Standard	4	40:51	16 / 26	61.5%	PP
4. Patterns, Functions, & Algebra (Standard 4.3)						
<input type="checkbox"/>	a. Sequences, Series, & Limits - Standard	1	1:02	0 / 1	0.0%	FB
<input type="checkbox"/>	b. Relations & Functions - Standard	1	7:19	6 / 10	60.0%	PP
<input type="checkbox"/>	c. Properties of Functions - Standard	1	5:13	1 / 4	25.0%	FB
<input type="checkbox"/>	d. Real World Modeling & Functions - Standard	2	16:55	7 / 14	50.0%	PP
<input type="checkbox"/>	e. Polynomials - Standard	1	5:44	6 / 10	60.0%	PP
<input type="checkbox"/>	f. Solve Equations & Inequalities - Standard	4	27:58	20 / 30	66.7%	P
5. Data Analysis, Probability, & Discrete Mathematics (Standard 4.4)						
<input type="checkbox"/>	a. Sampling Analysis - Standard	1	5:09	1 / 6	16.7%	FB
<input type="checkbox"/>	b. Probability - Standard	1	11:18	7 / 10	70.0%	P
<input type="checkbox"/>	c. Counting Principles - Standard	2	12:16	8 / 15	53.3%	PP
	d. Vertex-Edge Graphs - Standard	0	-	-	-	-
<input type="checkbox"/>	6. Post Test - Math	1	13:28	14 / 20	70.0%	P

Overall Results

Grade Level Material	Building Block Totals
Sessions: 46	Sessions: 2
Time Spent: 6:15:49	Time Spent: 7:53
Correct / Total: 242 / 379	Correct / Total: 18 / 20
% Correct: 63.9%	% Correct: 90.0%
Grade: (PP) Partially Proficient	

Grading Key

A - Advanced Proficient P - Proficient PP - Partially Proficient FB - Far Below Proficient

* grades only **approximately** match state performance levels



STUDY ISLAND

Wall, Mike - Sat 03/05/2011

Report Period: Jan 3, 11 through --, --

[Change Report Period](#)
[Remove Checked Records](#)

Individual Subject Report

Program: NJ Standards Mastery**Subject: Math****User: Krainski, Joseph****Passing Level: Proficient****Starting Date: Jan 3, 2011****Report Period: Jan 3, 2011 through Mar 5, 2011**
[Compare with others](#)
[Suggested Topics](#)
[Automatically Email Report](#)

Study Island Topics

Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade
<input type="checkbox"/> 1. Pretest - Math	1	17:07	6 / 16	37.5%	-
2. Number & Numerical Operations (Standard 4.1)					
<input type="checkbox"/> a. Real Numbers - Standard	5	39:06	15 / 28	53.6%	PP
↳ Real Numbers	0	-	-	-	-
<input type="checkbox"/> b. Compare & Order Real Numbers - Standard	2	2:52	5 / 7	71.4%	P
<input type="checkbox"/> c. Properties of Arithmetic - Standard	6	15:53	9 / 14	64.3%	P
<input type="checkbox"/> d. Order of Operations - Standard	1	6:16	5 / 5	100.0%	A
<input type="checkbox"/> e. Exponents - Standard	21	38:55	46 / 83	55.4%	PP
↳ Exponents	1	2:14	10 / 12	83.3%	P
<input type="checkbox"/> f. Matrices - Standard	1	13:19	10 / 12	83.3%	P
<input type="checkbox"/> g. Estimation - Standard	2	29:09	5 / 10	50.0%	PP
3. Geometry & Measurement (Standard 4.2)					
<input type="checkbox"/> a. Drawing Objects - Standard	1	8:00	4 / 5	80.0%	P
<input type="checkbox"/> b. Angle Measure - Standard	1	3:20	10 / 10	100.0%	A
<input type="checkbox"/> c. Circles, Triangles, & Quadrilaterals - Standard	3	37:08	20 / 26	76.9%	P
d. Counterexamples & Assertions - Standard	0	-	-	-	-
<input type="checkbox"/> e. Transformations - Standard	3	42:57	15 / 21	71.4%	P
f. Iterative Geometric Patterns - Standard	0	-	-	-	-
g. Coordinate Geometry - Standard	0	-	-	-	-
h. Units of Measurement - Standard	0	-	-	-	-
<input type="checkbox"/> i. Right Triangle Trigonometry - Standard	1	19:55	5 / 5	100.0%	A

<input type="checkbox"/> j. Perimeter, Area, Surface Area, & Volume - Standard	1	29:27	3 / 5	60.0%	PP
4. Patterns, Functions, & Algebra (Standard 4.3)					
<input type="checkbox"/> a. Sequences, Series, & Limits - Standard	1	0:39	0 / 1	0.0%	FB
<input type="checkbox"/> b. Relations & Functions - Standard	1	0:24	1 / 3	33.3%	FB
c. Properties of Functions - Standard	0	-	-	-	-
d. Real World Modeling & Functions - Standard	0	-	-	-	-
<input type="checkbox"/> e. Polynomials - Standard	1	1:03:16	15 / 15	100.0%	A
<input type="checkbox"/> f. Solve Equations & Inequalities - Standard	1	44:43	7 / 10	70.0%	P
5. Data Analysis, Probability, & Discrete Mathematics (Standard 4.4)					
<input type="checkbox"/> a. Sampling Analysis - Standard	1	4:30	5 / 8	62.5%	PP
<input type="checkbox"/> b. Probability - Standard	1	16:29	10 / 16	62.5%	P
<input type="checkbox"/> c. Counting Principles - Standard	1	9:05	5 / 8	62.5%	PP
d. Vertex-Edge Graphs - Standard	0	-	-	-	-
6. Post Test - Math	0	-	-	-	-

Overall Results

Grade Level Material	Building Block Totals
Sessions: 56	Sessions: 1
Time Spent: 7:22:30	Time Spent: 2:14
Correct / Total: 201 / 308	Correct / Total: 10 / 12
% Correct: 65.3%	% Correct: 83.3%
Grade: (PP) Partially Proficient	

Grading Key

A - Advanced Proficient P - Proficient PP - Partially Proficient FB - Far Below Proficient

* grades only **approximately** match state performance levels



STUDY ISLAND

Wall, Mike - Sat 03/05/2011

Report Period: Jan 3, 11 through --, --

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Individual Subject Report

Program: NJ Standards Mastery**Subject: Math****User: Rossano, Anthony****Passing Level: Proficient****Starting Date: Jan 3, 2011****Report Period: Jan 3, 2011 through Mar 5, 2011**
[Compare with others](#)
[Suggested Topics](#)
[Automatically Email Report](#)

Study Island Topics

Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade
<input type="checkbox"/> 1. Pretest - Math	1	10:41	5 / 10	50.0%	-
2. Number & Numerical Operations (Standard 4.1)					
<input type="checkbox"/> a. Real Numbers - Standard	2	14:50	2 / 8	25.0%	FB
<input type="checkbox"/> Real Numbers	2	4:59	2 / 10	20.0%	FB
<input type="checkbox"/> Real Numbers	6	8:54	6 / 11	54.5%	PP
<input type="checkbox"/> b. Compare & Order Real Numbers - Standard	3	12:22	12 / 17	70.6%	P
<input type="checkbox"/> c. Properties of Arithmetic - Standard	1	3:09	2 / 5	40.0%	FB
<input type="checkbox"/> d. Order of Operations - Standard	4	33:13	24 / 25	96.0%	A
<input type="checkbox"/> e. Exponents - Standard	3	22:51	13 / 20	65.0%	P
<input type="checkbox"/> f. Matrices - Standard	2	25:14	8 / 10	80.0%	P
<input type="checkbox"/> g. Estimation - Standard	1	6:06	1 / 2	50.0%	PP
3. Geometry & Measurement (Standard 4.2)					
<input type="checkbox"/> a. Drawing Objects - Standard	1	0:46	0 / 1	0.0%	FB
<input type="checkbox"/> b. Angle Measure - Standard	2	12:11	12 / 13	92.3%	A
<input type="checkbox"/> c. Circles, Triangles, & Quadrilaterals - Standard	2	8:09	3 / 8	37.5%	FB
<input type="checkbox"/> d. Counterexamples & Assertions - Standard	1	2:46	2 / 2	100.0%	A
e. Transformations - Standard	0	-	-	-	-
f. Iterative Geometric Patterns - Standard	0	-	-	-	-
g. Coordinate Geometry - Standard	0	-	-	-	-
h. Units of Measurement - Standard	0	-	-	-	-
i. Right Triangle Trigonometry - Standard	0	-	-	-	-

j. Perimeter, Area, Surface Area, & Volume - Standard

0 - - - -

4. Patterns, Functions, & Algebra (Standard 4.3)

a. Sequences, Series, & Limits - Standard

0 - - - -

b. Relations & Functions - Standard

0 - - - -

c. Properties of Functions - Standard

0 - - - -

d. Real World Modeling & Functions - Standard

0 - - - -

☐ e. Polynomials - Standard 1 7:36 3 / 7 42.9% **FB**

☐ f. Solve Equations & Inequalities - Standard 1 14:26 1 / 1 100.0% **A**

5. Data Analysis, Probability, & Discrete Mathematics (Standard 4.4)

a. Sampling Analysis - Standard

0 - - - -

☐ b. Probability - Standard 2 5:26 3 / 7 42.9% **PP**

c. Counting Principles - Standard

0 - - - -

d. Vertex-Edge Graphs - Standard

0 - - - -

☐ 6. Post Test - Math 1 8:26 2 / 5 40.0% **FB**

Overall Results

Grade Level Material

Sessions: **28**

Time Spent: **3:08:12**

Correct / Total: **93 / 141**

% Correct: **66.0%**

Grade: **(PP) Partially Proficient**

Building Block Totals

Sessions: **8**

Time Spent: **13:53**

Correct / Total: **8 / 21**

% Correct: **38.1%**

Grading Key

A - Advanced Proficient P - Proficient PP - Partially Proficient FB - Far Below Proficient

* grades only **approximately** match state performance levels



STUDY ISLAND

Wall, Mike - Sat 03/05/2011

Report Period: Jan 3, 11 through --, --

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Individual Subject Report

Program: NJ Standards Mastery**Subject: Math****User: Ward, Andrew****Passing Level: Proficient****Starting Date: Jan 3, 2011****Report Period: Jan 3, 2011 through Mar 5, 2011**
[Compare with others](#)
[Suggested Topics](#)
[Automatically Email Report](#)

Study Island Topics

Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade
<input type="checkbox"/> 1. Pretest - Math	1	14:18	9 / 17	52.9%	-
2. Number & Numerical Operations (Standard 4.1)					
<input type="checkbox"/> a. Real Numbers - Standard	2	8:40	4 / 14	28.6%	FB
<input type="checkbox"/> Real Numbers	3	13:40	22 / 39	56.4%	PP
<input type="checkbox"/> Real Numbers	1	11:34	4 / 5	80.0%	A
<input type="checkbox"/> b. Compare & Order Real Numbers - Standard	1	9:03	9 / 10	90.0%	A
<input type="checkbox"/> c. Properties of Arithmetic - Standard	2	20:04	4 / 11	36.4%	FB
<input type="checkbox"/> Properties of Arithmetic	0	-	-	-	-
<input type="checkbox"/> d. Order of Operations - Standard	2	19:11	8 / 10	80.0%	P
<input type="checkbox"/> e. Exponents - Standard	4	34:59	34 / 42	81.0%	P
<input type="checkbox"/> f. Matrices - Standard	1	0:39	0 / 1	0.0%	FB
<input type="checkbox"/> g. Estimation - Standard	1	1:11	0 / 1	0.0%	FB
3. Geometry & Measurement (Standard 4.2)					
a. Drawing Objects - Standard	0	-	-	-	-
b. Angle Measure - Standard	0	-	-	-	-
c. Circles, Triangles, & Quadrilaterals - Standard	0	-	-	-	-
d. Counterexamples & Assertions - Standard	0	-	-	-	-
e. Transformations - Standard	0	-	-	-	-
f. Iterative Geometric Patterns - Standard	0	-	-	-	-
g. Coordinate Geometry - Standard	0	-	-	-	-
h. Units of Measurement - Standard	0	-	-	-	-
i. Right Triangle Trigonometry - Standard	0	-	-	-	-

j. Perimeter, Area, Surface Area, & Volume - Standard

0

-

-

-

-

4. Patterns, Functions, & Algebra (Standard 4.3)

a. Sequences, Series, & Limits - Standard

0

-

-

-

-

b. Relations & Functions - Standard

0

-

-

-

-

c. Properties of Functions - Standard

0

-

-

-

-

d. Real World Modeling & Functions - Standard

0

-

-

-

-

e. Polynomials - Standard

0

-

-

-

-

f. Solve Equations & Inequalities - Standard

0

-

-

-

-

5. Data Analysis, Probability, & Discrete Mathematics (Standard 4.4)

a. Sampling Analysis - Standard

0

-

-

-

-

b. Probability - Standard

0

-

-

-

-

c. Counting Principles - Standard

0

-

-

-

-

d. Vertex-Edge Graphs - Standard

0

-

-

-

-

6. Post Test - Math

0

-

-

-

-

Overall Results

Grade Level Material

Sessions: **14**

Time Spent: **1:48:05**

Correct / Total: **68 / 106**

% Correct: **64.2%**

Grade: **(PP) Partially Proficient**

Building Block Totals

Sessions: **4**

Time Spent: **25:14**

Correct / Total: **26 / 44**

% Correct: **59.1%**

Grading Key

A - Advanced Proficient P - Proficient PP - Partially Proficient FB - Far Below Proficient

* grades only **approximately** match state performance levels



STUDY ISLAND

Wall, Mike - Sat 03/05/2011

Report Period: Jan 3, 11 through --, --, --

[Change Report Period](#)
[Remove Checked Records](#)

Individual Subject Report

Program: NJ Standards Mastery**Subject: Math****User: Isak, Marshelinda****Passing Level: Proficient****Starting Date: Jan 3, 2011****Report Period: Jan 3, 2011 through Mar 5, 2011**
[Compare with others](#)
[Suggested Topics](#)
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Study Island Topics

Topic	Sessions	Time Spent	Correct / Total	% Correct	Grade
<input type="checkbox"/> 1. Pretest - Math	2	18:31	9 / 12	75.0%	-
2. Number & Numerical Operations (Standard 4.1)					
<input type="checkbox"/> a. Real Numbers - Standard	3	31:40	7 / 16	43.8%	PP
<input type="checkbox"/> Real Numbers	1	2:09	3 / 4	75.0%	P
<input type="checkbox"/> b. Compare & Order Real Numbers - Standard	1	14:39	14 / 15	93.3%	A
<input type="checkbox"/> c. Properties of Arithmetic - Standard	4	21:33	15 / 22	68.2%	P
<input type="checkbox"/> d. Order of Operations - Standard	1	8:45	12 / 12	100.0%	A
<input type="checkbox"/> e. Exponents - Standard	1	9:33	15 / 15	100.0%	A
f. Matrices - Standard	0	-	-	-	-
g. Estimation - Standard	0	-	-	-	-
3. Geometry & Measurement (Standard 4.2)					
a. Drawing Objects - Standard	0	-	-	-	-
<input type="checkbox"/> b. Angle Measure - Standard	1	3:48	15 / 15	100.0%	A
<input type="checkbox"/> c. Circles, Triangles, & Quadrilaterals - Standard	7	1:12:42	35 / 48	72.9%	P
<input type="checkbox"/> d. Counterexamples & Assertions - Standard	6	33:34	18 / 31	58.1%	PP
<input type="checkbox"/> e. Transformations - Standard	4	5:28	3 / 8	37.5%	FB
f. Iterative Geometric Patterns - Standard	0	-	-	-	-
g. Coordinate Geometry - Standard	0	-	-	-	-
h. Units of Measurement - Standard	0	-	-	-	-
i. Right Triangle Trigonometry - Standard	0	-	-	-	-
j. Perimeter, Area, Surface Area, & Volume - Standard	0	-	-	-	-

4. Patterns, Functions, & Algebra (Standard 4.3)

a. Sequences, Series, & Limits - Standard	0	-	-	-	-
b. Relations & Functions - Standard	0	-	-	-	-
c. Properties of Functions - Standard	0	-	-	-	-
d. Real World Modeling & Functions - Standard	0	-	-	-	-
e. Polynomials - Standard	0	-	-	-	-
f. Solve Equations & Inequalities - Standard	0	-	-	-	-

5. Data Analysis, Probability, & Discrete Mathematics (Standard 4.4)

a. Sampling Analysis - Standard	0	-	-	-	-
b. Probability - Standard	0	-	-	-	-
c. Counting Principles - Standard	0	-	-	-	-
d. Vertex-Edge Graphs - Standard	0	-	-	-	-
6. Post Test - Math	0	-	-	-	-

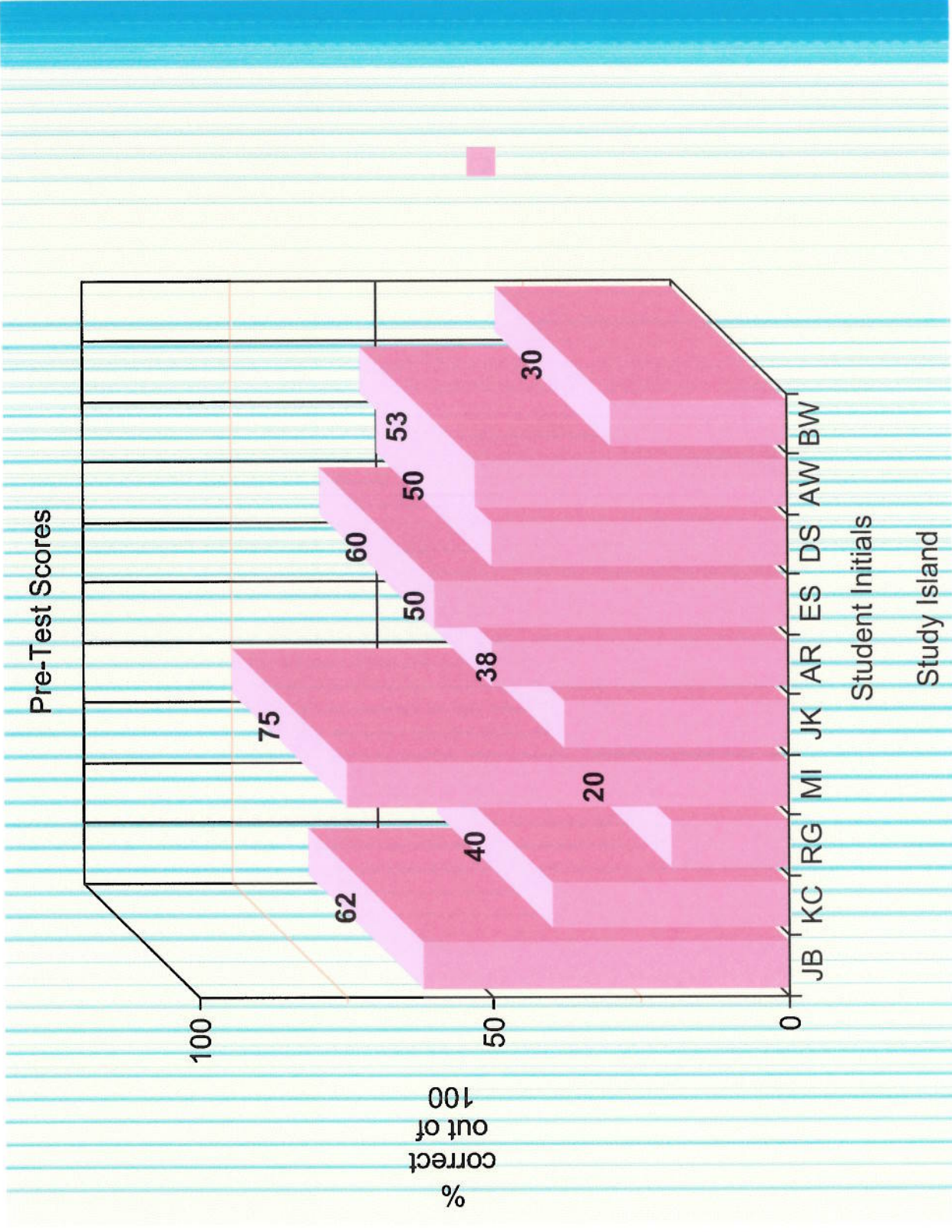
Overall Results

Grade Level Material	Building Block Totals
Sessions: 30	Sessions: 1
Time Spent: 3:40:13	Time Spent: 2:09
Correct / Total: 143 / 194	Correct / Total: 3 / 4
% Correct: 73.7%	% Correct: 75.0%
Grade: (P) Proficient	

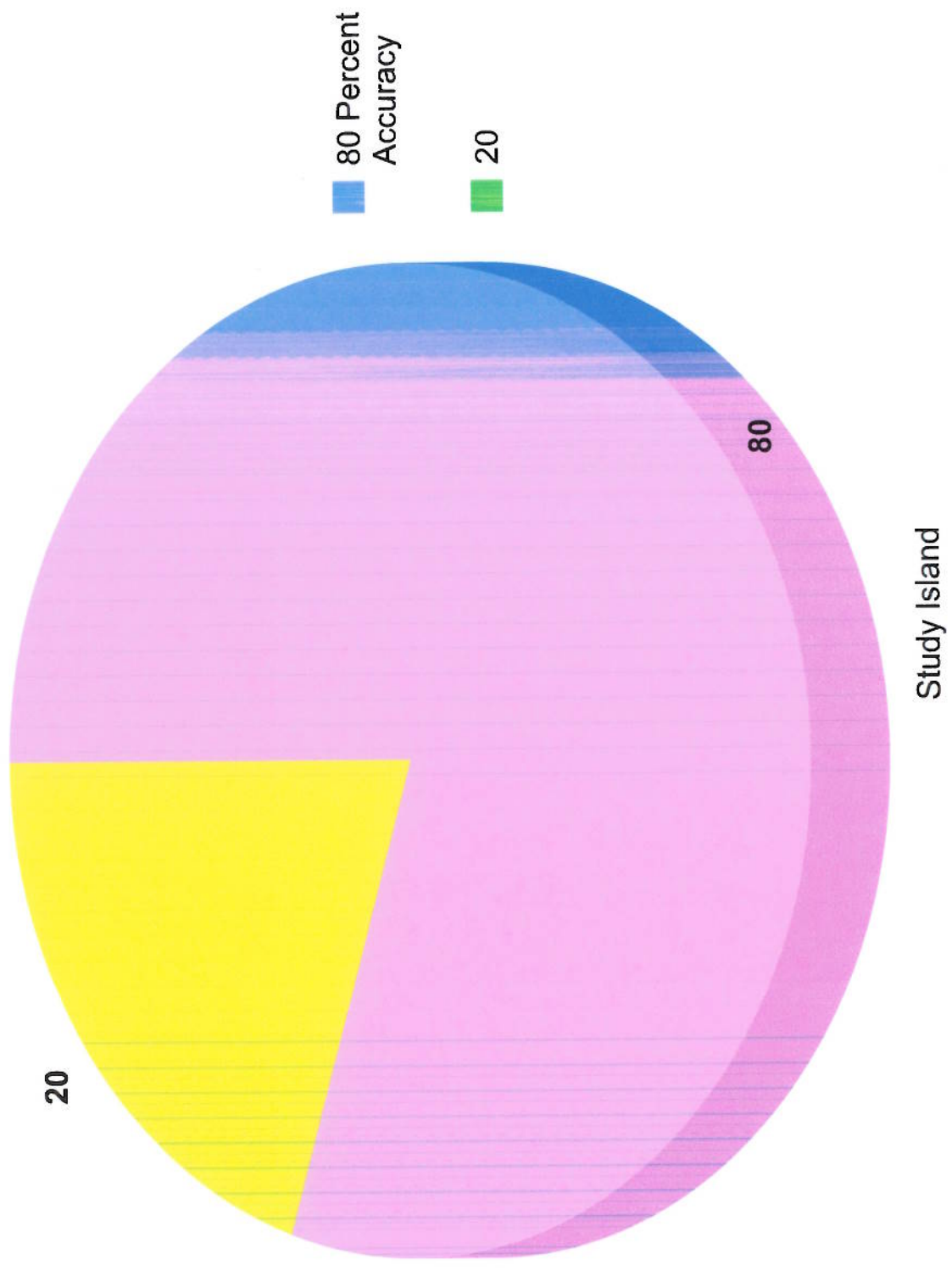
Grading Key

A - Advanced Proficient P - Proficient PP - Partially Proficient FB - Far Below Proficient

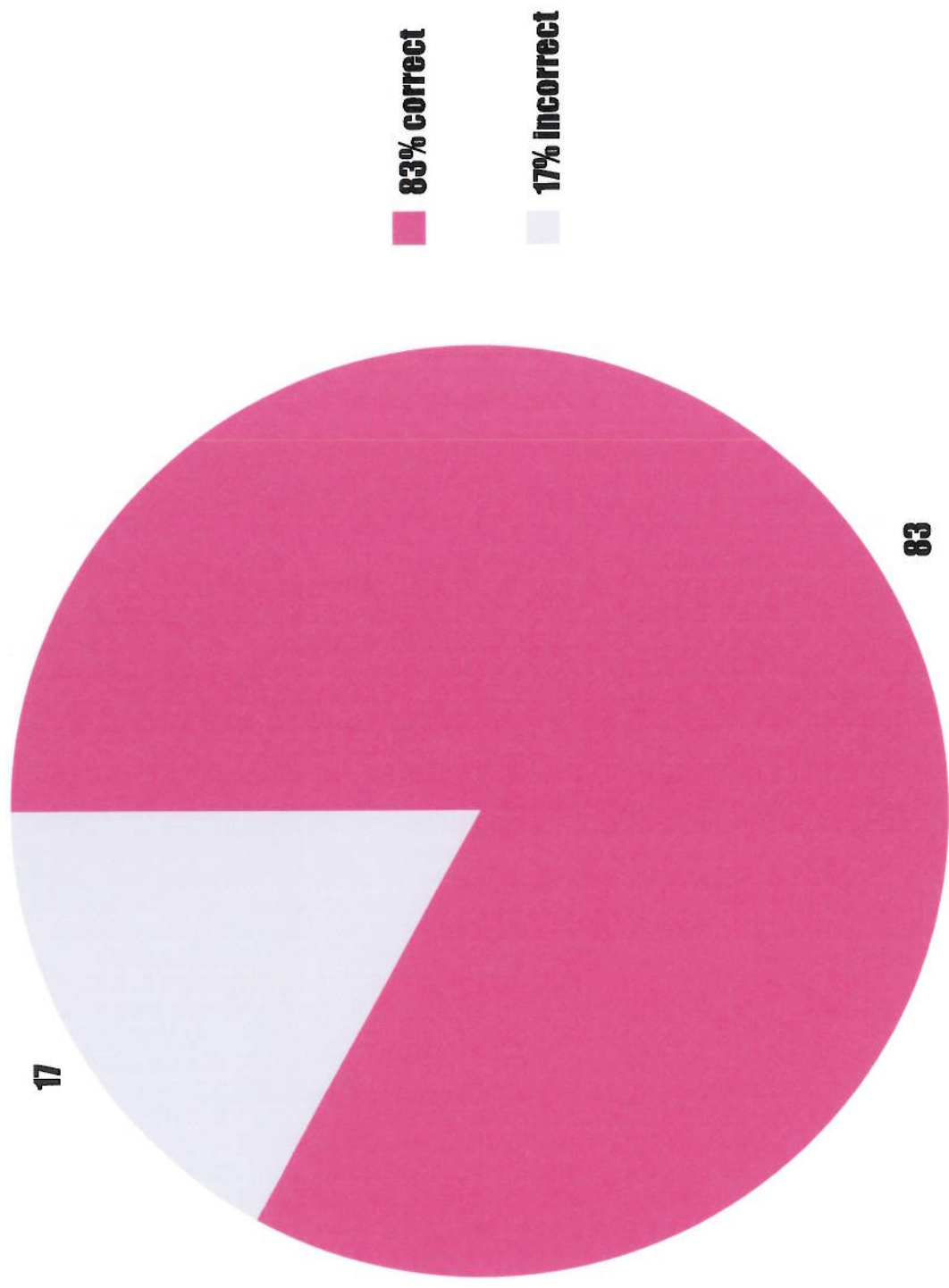
* grades only **approximately** match state performance levels



Compare and Order Real #s Progress Monitoring Week One

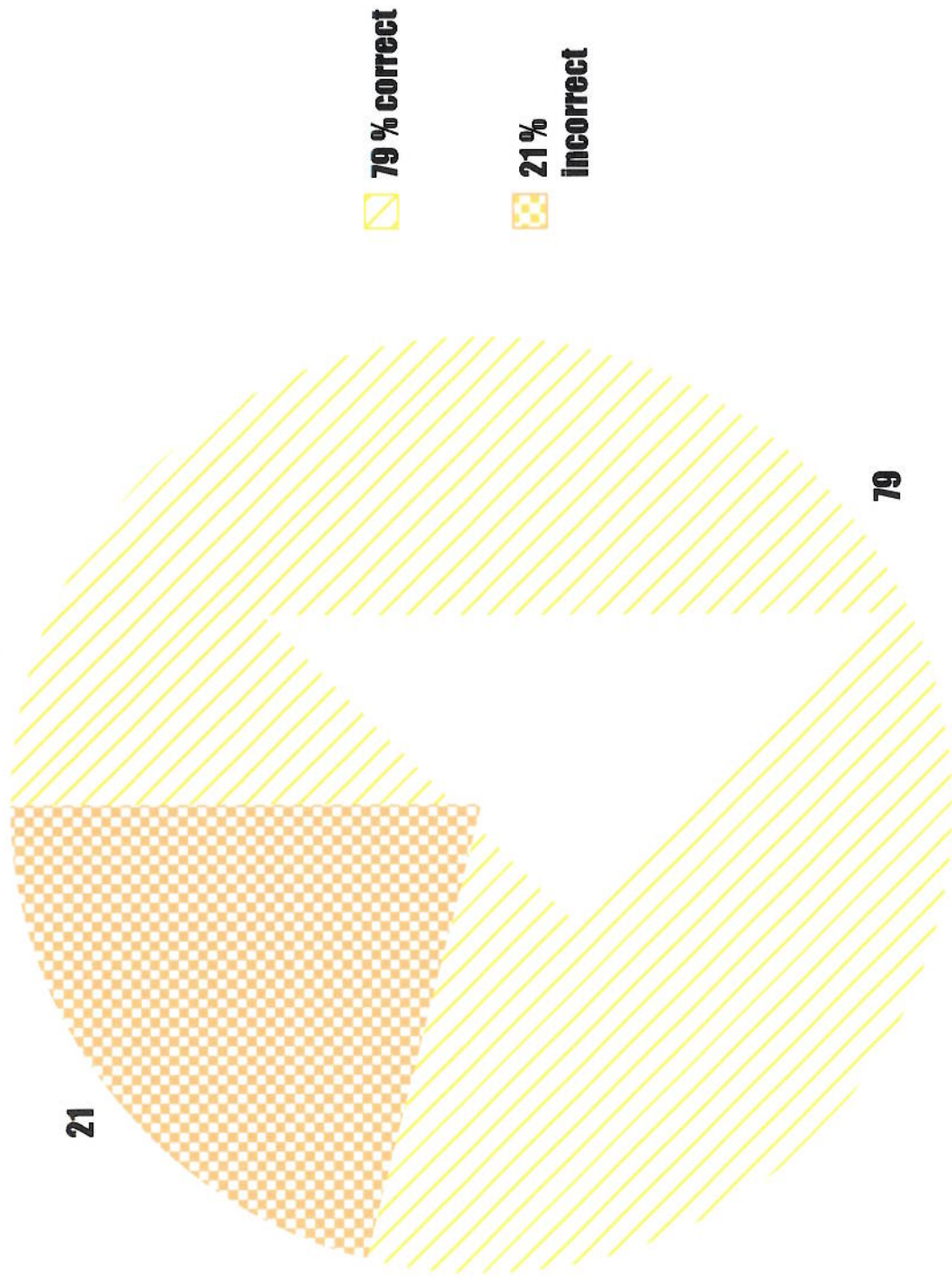


Order of Operations Lesson Assessment Results



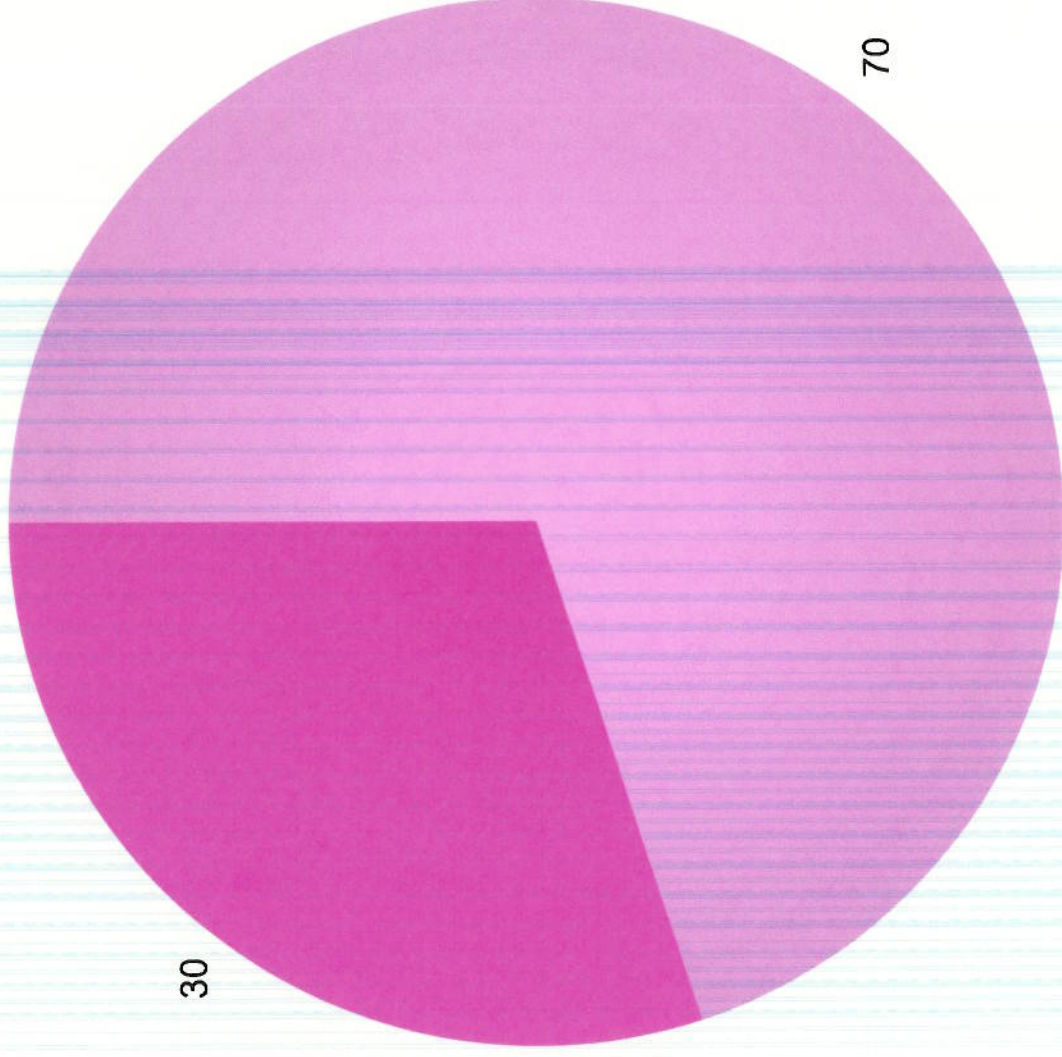
Study Island Week Two

Week Three Exponents Lesson



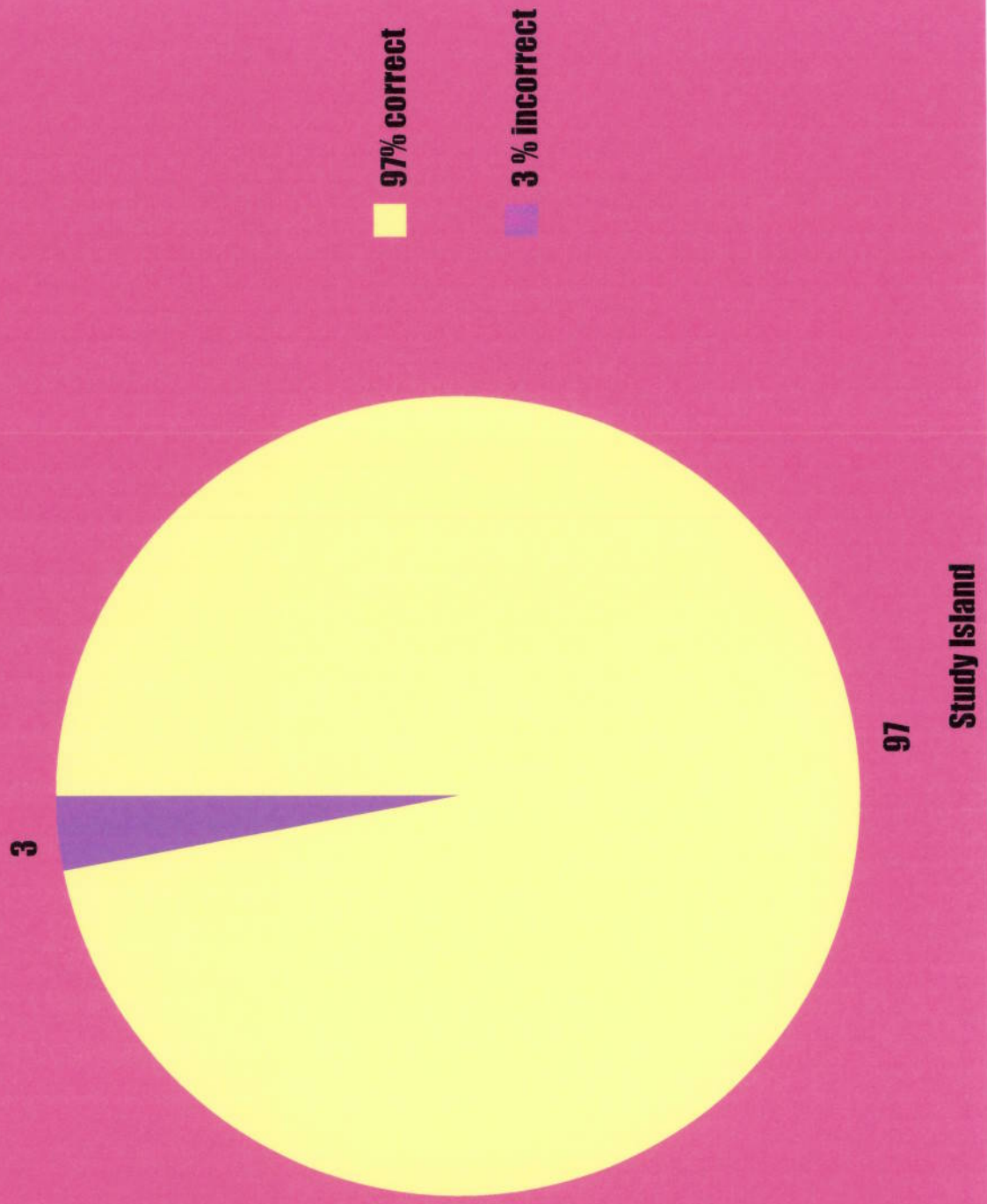
Study Island

Circles, Triangles, and Quadrilaterals



Study Island Week Four

Week Five Angle Measure Assessment



Saturday Academy

Lesson 7

Diagnostic Assessment for Algebra One

Teachers: Mike Wall, Courtney Pepe

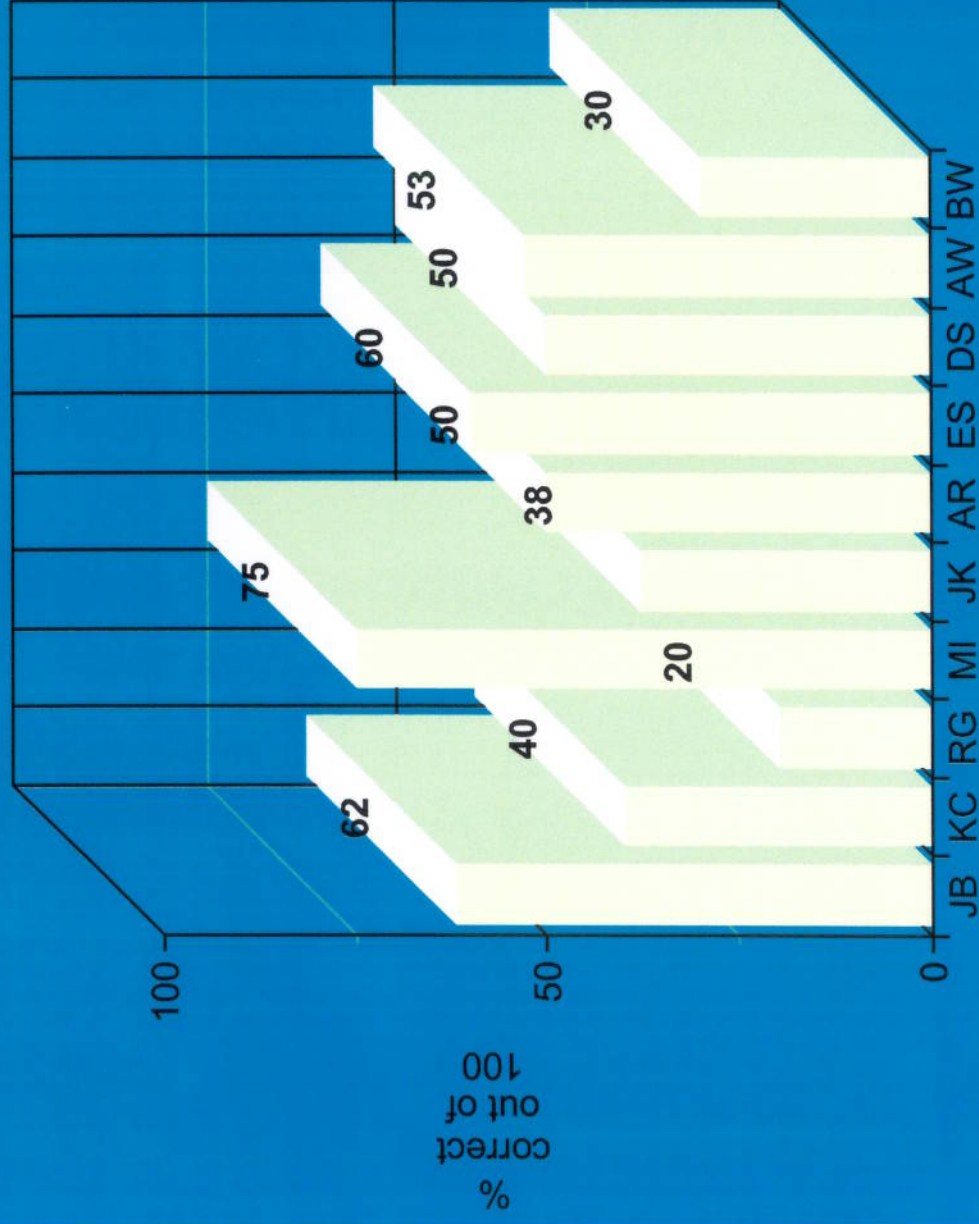
Subject: Math

Objective: SWBAT complete algebra problems that will prepare them for the end of the year algebra exam. SWBAT take diagnostic tests that will help them identify their strengths and weaknesses with regard to the algebra one curriculum.

Procedure: Teacher will distribute the laptops. Students will take a diagnostic algebra pre-test on Study Island. Teachers will circulate as the students solve these problems as a means of identifying strengths and weaknesses and use this data to tailor their instruction. Teacher will do three mini lessons on solving equations and inequalities, order of operations and real numbers. The students will then complete short progress monitoring tasks on Study Island while the teachers circulate and provide support with reinforcement of algebra one concepts and vocabulary. While students practice topics for the HESPA in the form of short progress monitoring tasks on Study Island the teachers will print out error reports from Study Island and use this data for the study binders and engage in error analysis. We will close by having a discussion on what student's strengths and weaknesses are and how this data will be used to tailor instruction for the next cycle.

Assessment: Students will be graded based on the Saturday Academy rubric.

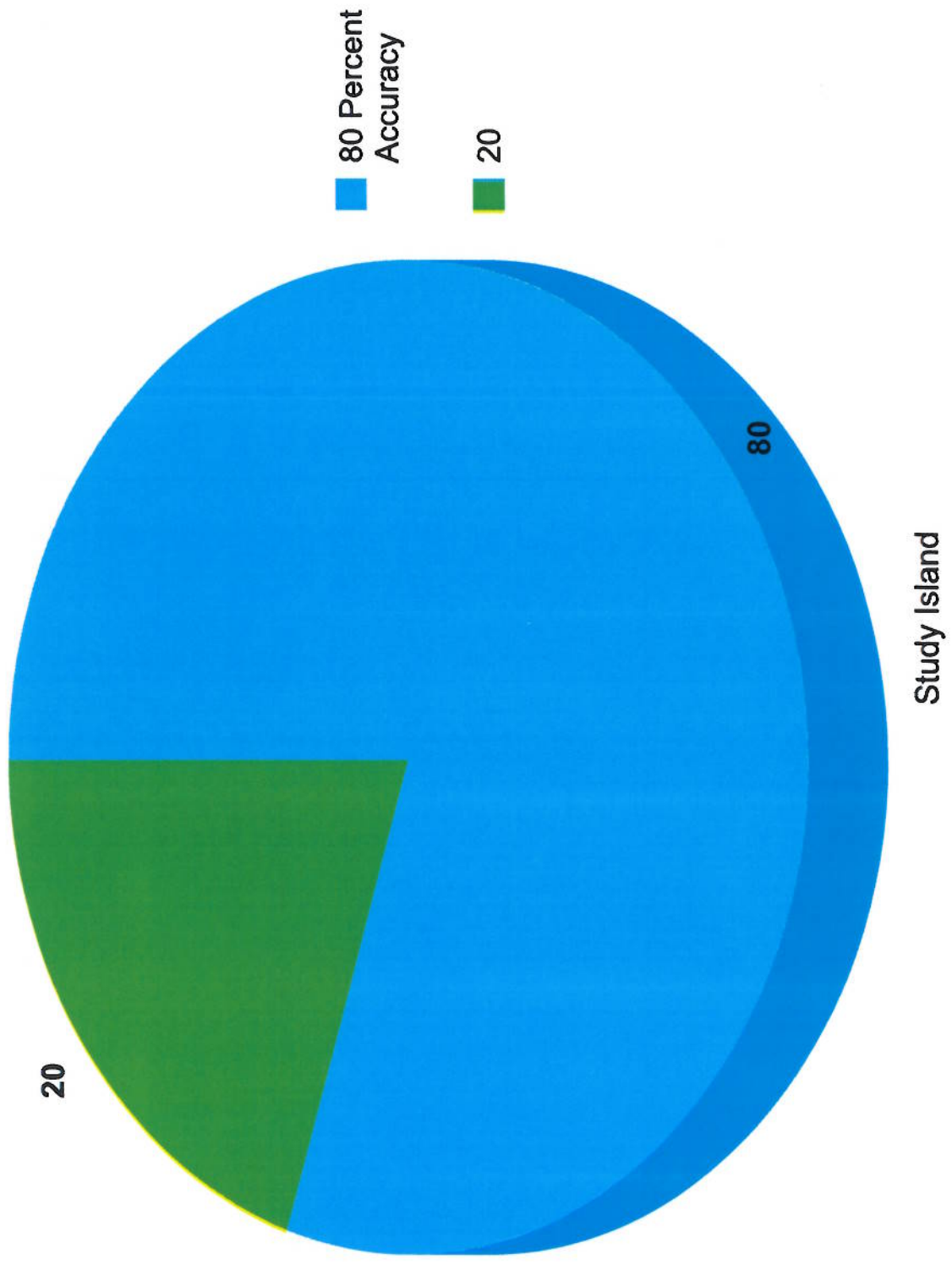
Pre-Test Scores



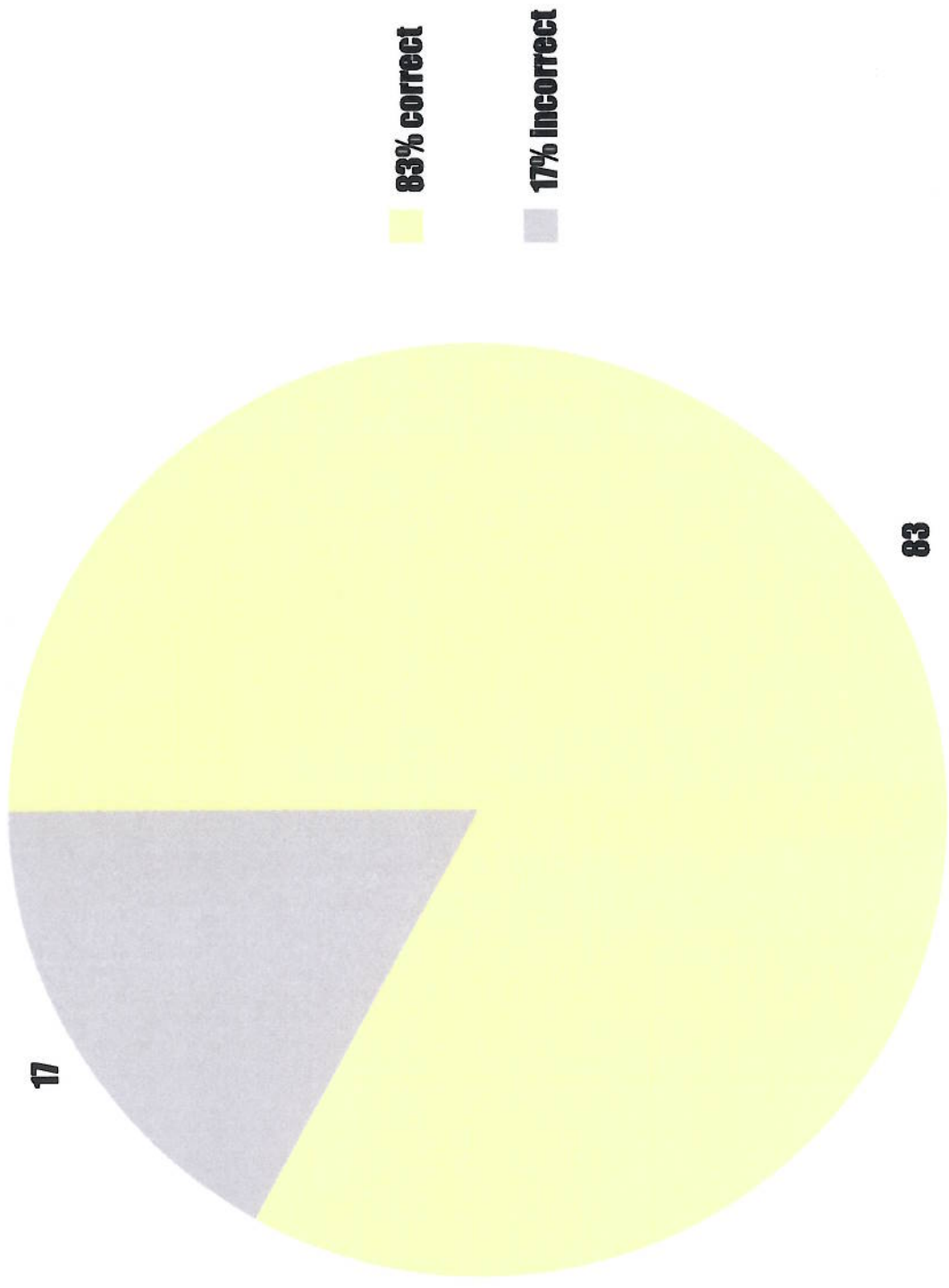
Student Initials

Study Island

Compare and Order Real #s Progress Monitoring Week One

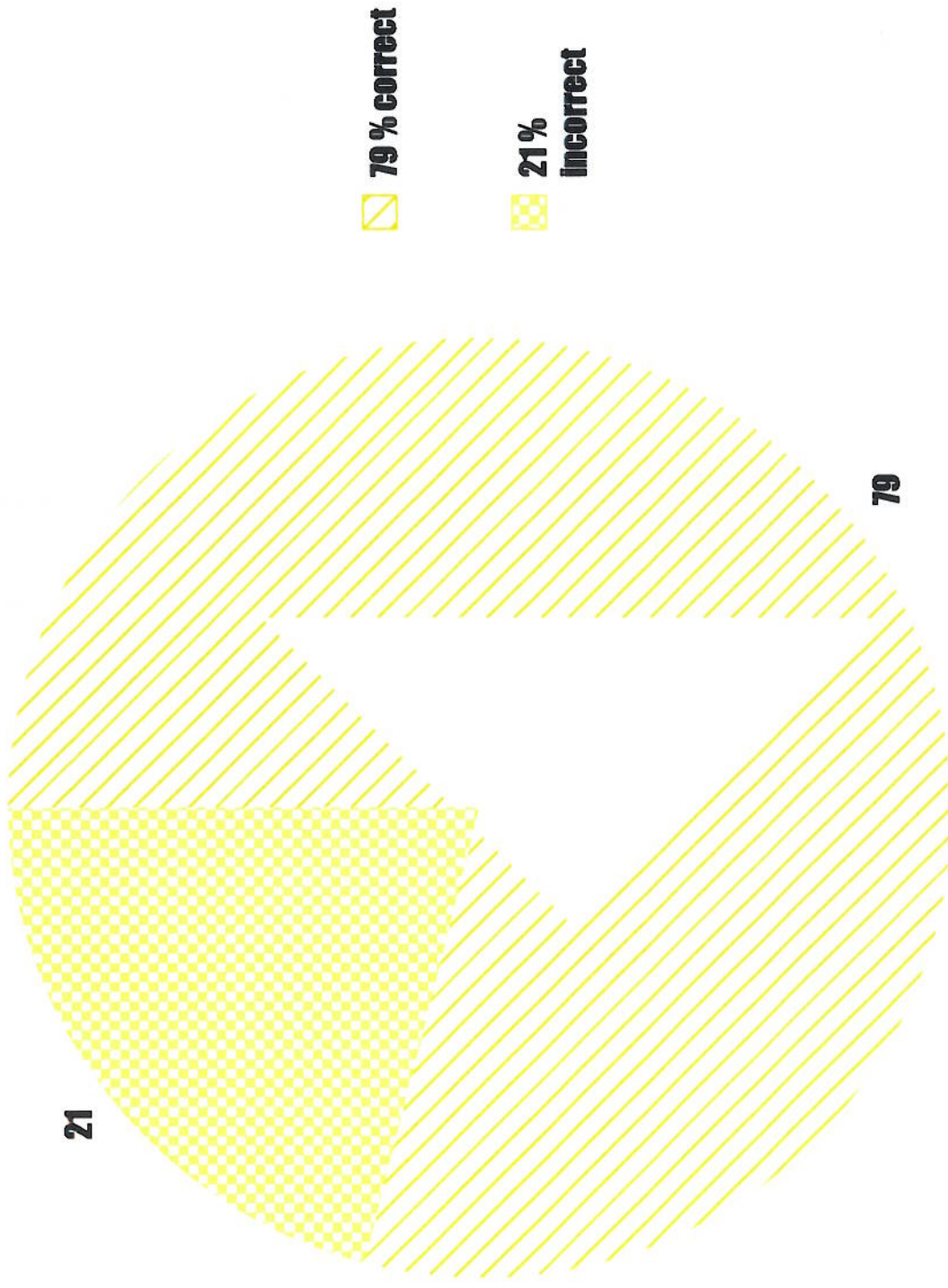


Order of Operations Lesson Assessment Results



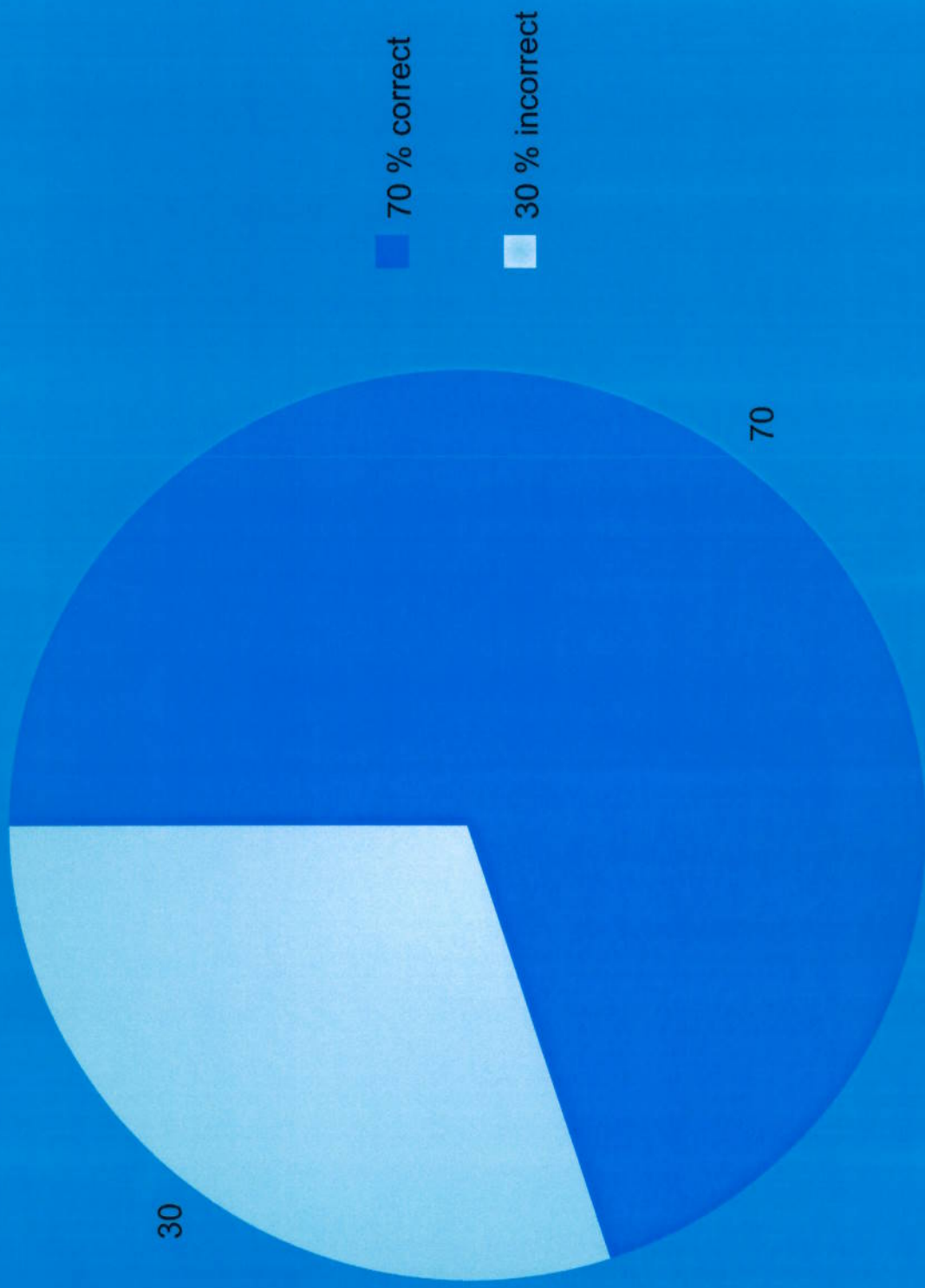
Study Island Week Two

Week Three Exponents Lesson

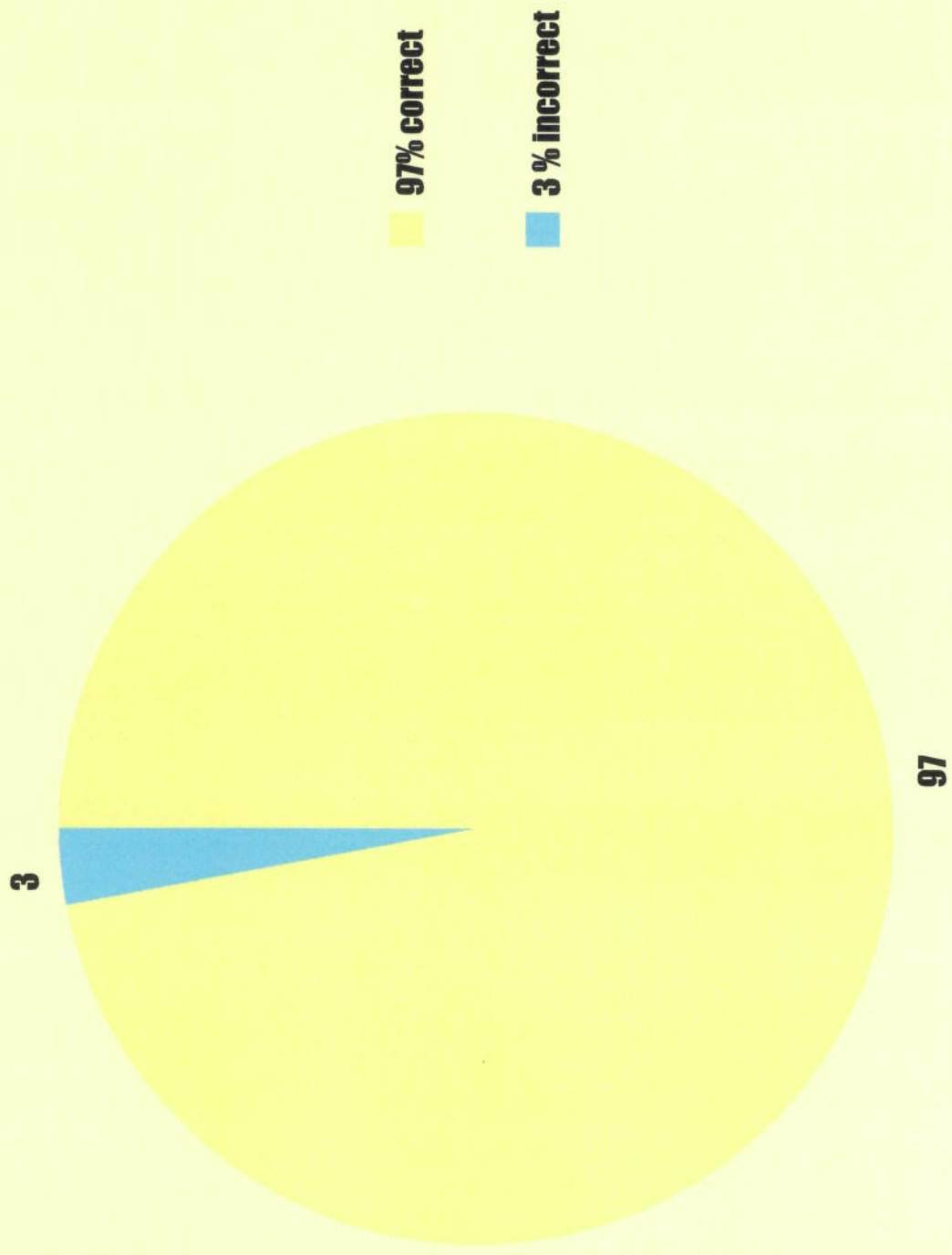


Study Island

Circles, Triangles, and Quadrilaterals



Week Five Angle Measure Assessment



Study Island

SCIENCE

LESSON PLANS,
EXAMPLES OF STUDENT WORK, &
STUDY ISLAND DATA

Lesson Plans

Abbe Lustgarten / Ryan Tolboom

Saturday Academy - Science

Session II

1/8/11

Socratic Seminar: Students will participate in a Socratic seminar designed to answer the following questions

- What is test anxiety?
- What are some techniques we can use to overcome test anxiety?
- What are the EOC Biology and EOC Algebra tests?
- What are some test taking strategies we can use to improve scores?

Self-Discovery: Students will take the Biology and Algebra pretests on the study island system. Teachers will make sure the students are able to log in and use the system. Students and teachers will review the results of this test.

Authentic Learning Based Project: Students will construct an education plan outlining how they intent to improve their test-taking abilities. Education plans must address the following questions:

- In what areas do you need the most improvement?
- What specific actions do you plan to take to improve these areas?



STUDY ISLAND

Tolboom, Ryan - Sat 03/05/2011

Program: NJ Standards Mastery

Subject: Math

Assignment Title: Algebra Pretest

School: MONROE TWP HIGH SCHOOL

Class: Saturday Academy Science

Report Period: through Mar 5, 2011

[Open in Excel](#)

[Automatically Email Report](#)

Pretest - Math

<u>Student</u>	<u>Items</u>	<u>Score</u>	<u>Ribbons Earned</u>
Collazo, David	0	-	0 out of 1 (0%)
Cugini, Robert	0	-	0 out of 1 (0%)
Flaherty, James	10	40.0%	1 out of 1 (100%)
Grantham, Martice	14	21.4%	1 out of 1 (100%)
Gregor, Daniel	0	-	0 out of 1 (0%)
Hassan, Badir	39	35.9%	1 out of 1 (100%)
Hogan, Nicholas	0	-	0 out of 1 (0%)
Jadwinski, Christopher	0	-	0 out of 1 (0%)
Lang, Colin	11	45.5%	1 out of 1 (100%)
Larocca, James	0	-	0 out of 1 (0%)
Mazzio, Nicholas	0	-	0 out of 1 (0%)
Mroczek, David	0	-	0 out of 1 (0%)
Rivera, Lorraine	0	-	0 out of 1 (0%)
Velasquez-Victoriano, Ruben	33	18.2%	1 out of 1 (100%)
Winkle, Nicholas	0	-	0 out of 1 (0%)
Witt, Cole	0	-	0 out of 1 (0%)
Total	107	29.9%	5 out of 16 (31%)

*NOTE: Gradebook reports show all statistics for the specified date range and does not filter data using the start dates of individual students.

* Green numbers show the topics that have been passed and blue ribbons achieved.

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Tolboom, Ryan - Sat 03/05/2011

Program: NJ Standards Mastery**Subject: Biology****Assignment Title: Biology Pretest****School: MONROE TWP HIGH SCHOOL****Class: Saturday Academy Science****Report Period: through Mar 5, 2011**[Open in Excel](#)[Automatically Email Report](#)**Pretest - Biology**

<u>Student</u>	<u>Items</u>	<u>Score</u>	<u>Ribbons Earned</u>
Collazo, David	0	-	0 out of 1 (0%)
Cugini, Robert	0	-	0 out of 1 (0%)
Flaherty, James	10	80.0%	1 out of 1 (100%)
Grantham, Martice	0	-	0 out of 1 (0%)
Gregor, Daniel	0	-	0 out of 1 (0%)
Hassan, Badir	29	24.1%	1 out of 1 (100%)
Hogan, Nicholas	0	-	0 out of 1 (0%)
Jadwinski, Christopher	0	-	0 out of 1 (0%)
Lang, Colin	14	50.0%	1 out of 1 (100%)
Larocca, James	0	-	0 out of 1 (0%)
Mazzio, Nicholas	0	-	0 out of 1 (0%)
Mroczek, David	0	-	0 out of 1 (0%)
Rivera, Lorraine	0	-	0 out of 1 (0%)
Velasquez-Victoriano, Ruben	0	-	0 out of 1 (0%)
Winkle, Nicholas	0	-	0 out of 1 (0%)
Witt, Cole	0	-	0 out of 1 (0%)
Total	53	41.5%	3 out of 16 (19%)

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1/22/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions:

- Why do we have to take state tests?
- What do you want to take in college?
- What are the SAT s and why are they important?
- What are the ACT s and why are they important?

Authentic Learning: Students will break up into cooperative groupings based on areas of need and interest. They will work on two of the four areas below, broken into hour long sessions.

The four areas are:

Project Based Learning: Students in this grouping will work with a partner to begin assembling a rocket. Students are instructed to take their time on this project. It will take more than one session.

Algebra: <http://www.coolmath.com/algebra/algebra-practice-lines-etc.html>

Complete 30 problems. Write the problem on a piece of paper with the solution.

Chess: Use the provided resources to learn and practice at least 3 new chess skills. Orally answer this question: "How is chess similar to a long math problem?"

Biology: Read the EOC Bio student preparation booklet. Complete the writing assignment at the end of the booklet. Read the graded sample responses. How would you grade your work?

February 5, 2011

Lesson Plan for Tolboom / Lustgarten

Saturday Academy – Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions: (Career and Economy)

- What two career choices are you interested in?
- What training will you need to get a job?
- Is a job in your career choice possible in the current economy?

Authentic and Project Based Learning: Students will break up into cooperative groupings based on areas of need and interest. They will work on two of the four areas below, broken into hour long sessions. The four areas are:

Rockets: Those who started in last class will work on completing their rockets. Students who begin in this class today, will begin building rockets. Those who complete their rockets today will use the computers to answer the following questions:

- Who invented the rocket?
- What was it used for?

Math: Chose and complete two of the worksheets. Check your answers.

Writing for Science: Compose responses for two of the three writing prompts. Responses should be 3 paragraphs in length and explain the answer in science terms.

Chess: Play chess. Work on strategies for improvement. Answer the following question:

- Chess can be broken into opening, mid-game and end-game sections. How is this like the scientific method?

February 12, 2011

Lesson Plan for Tolboom / Lustgarten

Saturday Academy – Science

Socratic Seminar: Students will engage in a discussion addressing the following questions:

(Dealing with massive winnings in the President's Day NJ Lottery)

- 1) How to take your money?
 - Cash out immediately
 - Take the 20 year payout
- 2) Once you have decided on how to take your winnings, what to do with your money?
 - Spend it
 - Help family and friends with debts
 - Save and/or invest it
 - Reasons for each choice

Authentic and Project Based Learning: Students will break up into cooperative groups based on interest and perceived need. They will work on two of the four suggested areas, broken into hour long sessions. The four sessions are:

Rockets: Those who started in the last two sessions will complete their rockets. Those who complete the rockets will answer the following questions:

- Who invented the rocket?
- What was it used for?

Study Island Math: Log into Study Island. Complete the Algebra assignment.

Writing for Science: Complete 2/3 of the short answer prompts. Take your time.

Chess: Play games of chess. Learn one chess opening. Why are openings important? What are "openings" for math problems?

Biology Writing Prompt

What is a cell? Why are cells important to human life? What are some parts of cells that are common to many cells?

Chemistry Writing Prompt

A thin-walled, metal, 4 liter container with a screw on top is filled with 100 ml of water. The top is removed and the container is heated until the water changes to vapor. The top is then screwed back on and the container is placed in a bath of ice water. What, if any, changes will the container undergo? Why will this happen?

Physics Writing Prompt

A cannonball is launched at an angle of 45 degrees with the horizontal. Describe the motion of the cannonball in terms of velocity, acceleration and displacement in the X and Y directions. What terminology is used to describe these things?

February 26, 2011

Lesson Plan for Tolboom / Lustgarten

Socratic Seminar: Students will engage in a conversation addressing the following questions:

(Scenario: What will you do as a 22 year old?)

Will you:

- 1) Move in with friends
- 2) Live alone
- 3) Move in with a member of the opposite sex
- 4) Get married

Where will you go?

- 1) New York City
- 2) Hoboken
- 3) Stay in the 'burbs
- 4) Move to the country (farm living?)
- 5) Move to another city in another state, etc...

Why do you make these choices?

Authentic and Project Based Learning: Students will break up into cooperative groups based on interest and perceived need. They will work on two of the four suggested areas, broken into hour long sessions. The four sessions are:

Rockets: Complete your rocket. We will be launching next class.

Chess: Play a game of chess. Remember the stages of a chess game. How is this similar to a writing assignment?

Math: Complete the Math worksheet. You will be responsible for presenting 5 random problems on the worksheet to the group.

Biology: Complete the Biology Study Island assignment.

March 5, 2011

Lesson Plan for Tolboom / Lustgarten

Socratic Seminar: Students will engage in a conversation addressing the following questions:

(Scenario: Working the perfect summer job)

- What would you do, why did you pick this job, will you do it next year?
- What will you do with the money you earn? Spend it, save it, why?
- What kind of summer job would you want to have when you get older, (while you are in college or some kind of trade school) if you are looking to further your education?

Authentic and Project Based learning: Students will :

- Launch Rockets and/or discuss the process
- Bio/Math Post Test on Study Island- log in and take post tests
- Saturday Academy Survey
- Chess tournament using strategies learned
- Session wrap up



Tolboom, Ryan - Sat 03/05/2011

Program: NJ Standards Mastery**Subject: Biology****Assignment Title: Biology Post Test****School: MONROE TWP HIGH SCHOOL****Class: Saturday Academy Science****Report Period: through Mar 5, 2011**[Open in Excel](#)[Automatically Email Report](#)**Post Test - Biology**

<u>Student</u>	<u>Items</u>	<u>Score</u>	<u>Ribbons Earned</u>
Collazo, David	0	-	0 out of 1 (0%)
Cugini, Robert	0	-	0 out of 1 (0%)
Flaherty, James	22	45.5%	0 out of 1 (0%)
Grantham, Martice	0	-	0 out of 1 (0%)
Gregor, Daniel	0	-	0 out of 1 (0%)
Hassan, Badir	20	30.0%	0 out of 1 (0%)
Hogan, Nicholas	0	-	0 out of 1 (0%)
Jadwinski, Christopher	6	50.0%	0 out of 1 (0%)
Lang, Colin	0	-	0 out of 1 (0%)
Larocca, James	34	41.2%	0 out of 1 (0%)
Mazzio, Nicholas	14	14.3%	0 out of 1 (0%)
Mroczek, David	20	35.0%	0 out of 1 (0%)
Rivera, Lorraine	0	-	0 out of 1 (0%)
Velasquez-Victoriano, Ruben	0	-	0 out of 1 (0%)
Winkle, Nicholas	0	-	0 out of 1 (0%)
Witt, Cole	0	-	0 out of 1 (0%)
Total	116	36.2%	0 out of 16 (0%)

*NOTE: Gradebook reports show all statistics for the specified date range and does not filter data using the start dates of individual students.

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Tolboom, Ryan - Sat 03/05/2011

Program: NJ Standards Mastery**Subject: Math****Assignment Title: Math Post Test****School: MONROE TWP HIGH SCHOOL****Class: Saturday Academy Science****Report Period: through Mar 5, 2011**[Open in Excel](#)[Automatically Email Report](#)**Post Test - Math**

<u>Student</u>	<u>Items</u>	<u>Score</u>	<u>Ribbons Earned</u>
Collazo, David	20	60.0%	0 out of 1 (0%)
Cugini, Robert	0	-	0 out of 1 (0%)
Flaherty, James	10	20.0%	0 out of 1 (0%)
Grantham, Martice	0	-	0 out of 1 (0%)
Gregor, Daniel	0	-	0 out of 1 (0%)
Hassan, Badir	34	26.5%	0 out of 1 (0%)
Hogan, Nicholas	0	-	0 out of 1 (0%)
Jadwinski, Christopher	6	33.3%	0 out of 1 (0%)
Lang, Colin	0	-	0 out of 1 (0%)
Larocca, James	48	29.2%	0 out of 1 (0%)
Mazzio, Nicholas	14	35.7%	0 out of 1 (0%)
Mroczek, David	20	40.0%	0 out of 1 (0%)
Rivera, Lorraine	0	-	0 out of 1 (0%)
Velasquez-Victoriano, Ruben	0	-	0 out of 1 (0%)
Winkle, Nicholas	0	-	0 out of 1 (0%)
Witt, Cole	0	-	0 out of 1 (0%)
Total	152	34.2%	0 out of 16 (0%)

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I am here because my mom made me go.

I need improvement in algebra.

I will work harder in algebra.

Tammy Flaherty

1 $(5,7)$ and $(0,6)$
 $1/5$

2 $(-3,5)$

3 $(-1,5)$ $(7,5)$ $(0,8)$

4 $7,9$ $6,0 = -9/13$

5 $-9,7$ $-2,7 = 2$

6 $(1,2)$ $(2,-4) = 6$

7 $(7,2)$ $(7,-1) = \text{vertical line}$

8 $(1,4)$ $(-3,-5) = (4,2)$

9 $(1,2)$ $(-9,4) = \text{vertical line}$

10 $(-9,3)$ $(2,8) = (5,1)$

11 $(-2,3)$ $(0,-6) = (3,2)$

12 $(-3,5)$ $(-4,2) = -7$

13 $(-1,0)$ $(2,-10) = 10/3$

14 $(-7,4)$ $(-2,2) = -2/5$

15 $(-4,-9)$ $(6,-9) = 5$

16 $(-4,1)$ $(-9,8) = 7/-5$

17 $(-6,8)$ $(-4,-5) = 3/2$

18 $(-9,-9)$ $(7,-5) = 1/4$

19 $(-9,3)$ $(1,5) = 8/7$

20 $(3,-9)$ $(3,-3) = \text{vertical line}$

Percent Problems

Solve each problem. Round to the nearest tenth or tenth of a percent.

1) What percent of 29 is 3? ~~10%~~

10%

2) What percent of 33.5 is 21? ~~2%~~

2%

→ 3) What percent of 55 is 34? ~~62%~~

62%

5) 28% of 63 is what? ~~18~~

18

→ 7) 1 is what percent of 52.6? ~~2%~~

2%

→ 9) 4% of 73 is what? ~~2.9~~

2.9

11) 79% of 67 miles is what? ~~53~~

53

→ 13) 112 minutes is 76% of what? ~~147 min~~

147 min

→ 15) \$73 is what percent of \$125? ~~60%~~

60%

17) What is 68% of 118 tons? ~~80 tons~~

80 tons

→ 19) 16 inches is 35% of what? ~~46 inches~~

46 inches

→ 21) 140 ft is 97% of what? ~~138%~~

138%

23) What is 103% of 127 tons? ~~131 tons~~

131 tons

4) 41% of 78 is what? ~~37%~~

37%

→ 6) 58% of what is 63.4? ~~109%~~

109%

→ 8) What percent of 38 is 15? ~~39%~~

39%

10) What is 12% of 17.5? ~~2%~~

2%

12) What is 59% of 14 m? ~~8%~~

8%

14) What is 16% of 43 minutes? ~~7%~~

7%

16) What is 90% of 130 inches? ~~117 inches~~

117 inches

→ 18) What percent of 180.4 minutes is 25.7 minutes? ~~14%~~

14%

20) 90% of 54.4 hours is what? ~~49 hr~~

49 hr

→ 22) What is 170% of 97 tons? ~~165 tons~~

165 tons

→ 24) 102 hours is 94% of what? ~~109 hrs~~

109 hrs

Work Word Problems

Solve each question. Round your answer to the nearest hundredth.

- 1) Working alone, Ryan can dig a 10 ft by 10 ft hole in five hours. Castel can dig the same hole in six hours. How long would it take them if they worked together?

$$\frac{100 \text{ ft}^2}{6 \text{ hrs}} = \frac{16.6 \text{ ft}^2}{\text{hr}} \quad \frac{100 \text{ ft}^2}{5 \text{ hrs}} = \frac{20 \text{ ft}^2}{\text{hr}}$$

~~5 hr~~
2.73 hrs

- 2) Shawna can pour a large concrete driveway in six hours. Dan can pour the same driveway in seven hours. Find how long it would take them if they worked together.

$$\frac{36.6 \text{ ft}^2}{\text{hr}} \quad \frac{100 \text{ ft}^2}{5 \text{ hrs}} = \frac{20 \text{ ft}^2}{\text{hr}} \quad 13 \text{ hr}$$

- 3) It takes Trevon ten hours to clean an attic. Cody can clean the same attic in seven hours. Find how long it would take them if they worked together.

$$8.5$$

- 4) Working alone, Carlos can oil the lanes in a bowling alley in five hours. Jenny can oil the same lanes in nine hours. If they worked together how long would it take them?

$$14 \text{ hr}$$

- 5) Working together, Paul and Daniel can pick forty bushels of apples in 4.95 hours. Had he done it alone it would have taken Daniel 9 hours. Find how long it would take Paul to do it alone.

$$13.95$$

- 6) Working together, Jenny and Natalie can mop a warehouse in 5.14 hours. Had she done it alone it would have taken Natalie 12 hours. How long would it take Jenny to do it alone?

$$17.14 \text{ hr}$$

- 7) Rob can tar a roof in nine hours. One day his friend Kayla helped him and it only took 4.74 hours. How long would it take Kayla to do it alone?

$$13.74$$

- 8) Working alone, it takes Kristin 11 hours to harvest a field. Kayla can harvest the same field in 16 hours. Find how long it would take them if they worked together.

$$\cancel{2.5 \text{ hr}} \quad 13.5 \text{ hr}$$

- 9) Krystal can wax a floor in 16 minutes. One day her friend Perry helped her and it only took 5.76 minutes. How long would it take Perry to do it alone?

$$21.76$$

- 10) Working alone, Dan can sweep a porch in 15 minutes. Alberto can sweep the same porch in 11 minutes. If they worked together how long would it take them?

$$13 \text{ min}$$

- 11) Ryan can paint a fence in ten hours. Asanji can paint the same fence in eight hours. If they worked together how long would it take them?

$$9 \text{ hr}$$

- 12) Working alone, it takes Asanji eight hours to dig a 10 ft by 10 ft hole. Brenda can dig the same hole in nine hours. How long would it take them if they worked together?

$$9.5$$

$$(7) R + K = 4.74$$

$$R = \frac{1}{9} \frac{\text{Roofs}}{\text{Hr}}$$

$$R + K = \frac{1}{4.74} \frac{\text{Roofs}}{\text{Hrs}}$$

$$\frac{1}{9} + K = \frac{1}{4.74}$$

$$K = 0.099 \frac{\text{Roofs}}{\text{Hr}}$$

$$K = 10 \text{ Hrs.}$$

Badir Hassan

Crop crop is new corporation with the mission of developing new biofuels. You have been hired as a consultant to manage its newly acquired farm.

All arguments are strongly based on scientific evidence and/or principles?

- All alternative fuel decisions have environmental and economic costs that must be considered

Percent Problems

Date 5/2 Period

Solve each problem. Round to the nearest tenth or tenth of a percent.

- 1) What percent of 29 is 3?

$$9.7 \quad \frac{3}{29} = 10\%$$

- 2) What percent of 33.5 is 21?

$$\frac{21}{33.5} = 63\%$$

- 3) What percent of 55 is 34?

$$\frac{34}{55} = 62\%$$

- 4) 41% of 78 is what?

$$32\% \quad 32\%$$

- 5) 28% of 63 is what?

$$\frac{17.64}{63} = 18\%$$

- 6) 58% of what is 63.4?

$$\frac{63.4}{0.58} = 109$$

- 7) 1 is what percent of 52.6?

$$\frac{1}{52.6} = 2\%$$

- 8) What percent of 38 is 15?

$$\frac{15}{38} = 39\%$$

- 9) 4% of 73 is what?

$$\frac{2.92}{73} = 3\%$$

- 10) What is 12% of 17.5?

$$\frac{2.1}{17.5} = 2\%$$

- 11) 79% of 67 miles is what?

$$\frac{52.93}{67} = 52.9\%$$

- 12) What is 59% of 14 m?

$$\frac{8.26}{14} = 8\%$$

- 13) 112 minutes is 76% of what?

$$\frac{112}{0.76} = 147$$

- 14) What is 16% of 43 minutes?

$$7 \text{ minutes}$$

- 15) \$73 is what percent of \$125?

$$\frac{73}{125} = 60\%$$

- 16) What is 90% of 130 inches?

$$117 \text{ inches}$$

- 17) What is 68% of 118 tons?

$$80\%$$

- 18) What percent of 180.4 minutes is 25.7 minutes?

$$\frac{25.7}{180.4} = 14\%$$

- 19) 16 inches is 35% of what?

$$69\%$$

- 20) 90% of 54.4 hours is what?

$$49 \text{ hours}$$

- 21) 140 ft is 97% of what?

$$136$$

- 22) What is 170% of 97 tons?

$$\frac{170}{100} \times 97 = 165 \text{ ton}$$

- 23) What is 103% of 127 tons?

$$131$$

- 24) 102 hours is 94% of what?

$$\frac{102}{0.94} = 109 \text{ hour}$$

Bader Hassan

- I thing make group like group 9 grad group for 10 grad group for 11 grad and make like and say that group math anther say sci.
- I toll mi mam do to that to came hir
- I don't need help for math am good in that areas.
- The most improvement is the sci. . Biology / General Science
- ?????????????????????????????????????????

Algebra Practice Problems

Name: _____

Date: _____

Worksheet generated at www.math.com

1.) $x - 2 = 10$
 $+2 \quad +2$

$x = 12$

2.) $-6 + x = -6$

$x = 0$

3.) $x/3 = 3$
 $\times 3 \quad \times 3$
 $x = 9$

4.) $x + 10 = 12$

$x = 2$

5.) $x + 2 = 0$
 $-2 \quad -2$

$x = -2$

6.) $2 - 6x = 26$

$x = -4$

7.) $-1 + 7x = -8$
 $+1 \quad +1$

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

$x = -9/7$

8.) $5x - 2 = 38$

$x = 8$

9.) $-7x + 4 = -45$
 $-4 \quad -4$

$-7x = -49$
 $\frac{-7x}{-7} = \frac{-49}{-7} = x = 7$

10.) $5x + 8 = 63$

$x = 11$

11.) $1 + 5x = -44$
 $-1 \quad -1$

$5x = -45$
 $\frac{5x}{5} = \frac{-45}{5}$

$x = -9$

12.) $1 - 6x = -53$

$x = 9$

13.) $-10 - 7x = -24$
 $+10 \quad +10$

$-7x = -14$

$x = 2$

15.) $-6x - 1 = -73$
 $+1 \quad +1$

$-6x = -72$

14.) $7x + 2 = -82$

$x = -12$

$x = 12$

16.) $-10 + 2x = -2$

$x = 4$

17.) $2 + 4x = 2$

$$\begin{array}{r} -2 \\ -2 \end{array}$$

$$x = 4$$

19.) $3 + 5x = 48$

$$\begin{array}{r} \cancel{3} \\ x = 8 \end{array}$$

21.) $3x + 5 = -16$

$$x = -7$$

23.) $-2x - 5 = 13$

$$x = -9$$

25.) $-4x - 8 = -28$

$$x = 5$$

27.) $-9 + 7x + 4x = 112$

$$-9 + 11x = 112$$

29.) $-4x + 7 + 3x = 10$

$$-1x + 7 = 10$$

$$x = -3$$

31.) $2 + 5x + 3x = 66$

$$\begin{array}{r} -2 \\ -2 \\ 8x = 64 \\ x = 8 \end{array}$$

18.) $5x + 2 = 47$

$$\begin{array}{r} -2 \\ -2 \end{array}$$

$$5x = 45$$

$$x = 9$$

20.) $2x + 7 = -15$

$$\begin{array}{r} -7 \\ -7 \end{array}$$

$$\begin{array}{r} 2x = -12 \\ 2 \end{array} \quad x = -6$$

22.) $-7x + 1 = 1$

$$\begin{array}{r} -1 \\ -1 \end{array}$$

$$\begin{array}{r} -7x = 0 \\ -7 \end{array} \quad -7x = -7$$

24.) $-1 + 5x = 49$

$$\begin{array}{r} +1 \\ +1 \end{array}$$

$$5x = 50$$

26.) $6x + 10 + 6x = 142$

$$12x + 10 = 142$$

$$12x = 132$$

28.) $-41 = x + 3x + 3$

$$\begin{array}{r} -41 = 4x + 3 \\ -3 \\ -3 \end{array}$$

$$-44 = 4x \quad x = -11$$

30.) $-8 + x + 3x = -8$

$$\begin{array}{r} -8x = -8 \\ +8 \\ +8 \end{array}$$

$$4x = 0 \quad x = 0$$

32.) $2 + 3x + 7x = 102$

$$2 + 10x = 102$$

$$10x = 100 \quad x = 10$$

33.) $x + 7 + 5x = 37$

$$6x + 7 = 37$$

$$6x + = 30$$

$$x = 5$$

35.) $5 + 5x + 3x = 21$

$$5 + 8x = 21$$

$$-5 \quad -5$$

$$8x = 16$$

$$x = 2$$

37.) $6 + 3x + 2x = 56$

$$6 + 5x = 56$$

$$5x = 50$$

$$x = 10$$

39.) $-3x + 7 + 7x = 31$

$$4x + 7 = 31$$

$$-7 \quad -7$$

$$4x = 24 \quad x = 6$$

41.) $5x - 8 = -2x - 8$

$$+2x \quad +2x$$

$$5x + 2x - 8 = -8$$

$$7x - 8 = -8$$

$$+8 \quad +8$$

$$7x = 0 \quad x = 0$$

43.) $x + 3 = 5x + 3$

$$3 = 6x + 3$$

$$6x + 3 = 3$$

$$x = 0$$

45.) $5x + 9 = -5x - 11$

$$10x + 9 = -11$$

$$-9 \quad -9$$

$$10x = -20$$

47.) $4x + 3 = 30 + x$

$$x = -12$$

$$3x + 3 = 30$$

$$-3 \quad -3$$

$$3x = 27$$

34.) $5x - 9 - 2x = 27$

$$3x - 9 = 27$$

$$+9 \quad +9$$

$$\frac{3x}{3} = \frac{36}{3} \quad x = 12$$

36.) $-10 = 5x + 7x + 2$

$$-16 = 12x + 2$$

$$-2 \quad -2$$

$$-14 = 12x$$

38.) $41 = -2x - 4x - 1$

$$41 = -6x - 1$$

$$+1 \quad +1$$

$$42 = -6x \quad x = 7$$

40.) $4x + 6 + x = 46$

$$5x + 6 = 46$$

$$5x = 40$$

$$x = 8$$

42.) $5x + 8 = 11 + 4x$

$$1x + 8 = 11$$

$$-8 \quad -8$$

$$1x = 3 \quad x = 3$$

44.) $5x - 2 = -38 + x$

$$6x - 2 = -38$$

$$-2 \quad -2$$

$$6x = 36$$

$$x = 6$$

46.) $-7 + x = -7x - 55$

$$-7 + 8x = -55$$

$$+7 \quad +7$$

$$8x = -48 \quad x = -6$$

48.) $-5x - 5 = 5x - 35$

$$-10x - 5 = -35$$

$$-10x = 30$$

49.) $3x + 8 = -7x + 18$

50.) $3x - 6 = -7x + 74$

51.) $-x + 9 = x - 3$

$$\begin{array}{r} -2x + 9 = -3 \\ -9 \quad -9 \end{array}$$

$$-2x = -12 \quad x = 6$$

53.) $1 + x = 7x + 1$

$$\begin{array}{r} 1 + 6x = +1 \\ -1 \quad -1 \end{array}$$

$$6x = 0 \quad x = 0$$

55.) $x + 4 = -3x + 8$

$$\begin{array}{r} 2x + 8 = 4 \\ -8 \quad -8 \end{array}$$

$$2x = -4 \quad x = -2$$

57.) $3(7 - 4x) = -123$

$$21 - 12x = -123$$

52.) $-6x + 8 = 4 - 5x$

54.) $2x + 10 = -1 + 3x$

56.) $7(-4 + 2x) = 56$

58.) $3(7x + 8) = -123$

59.) $3(7 + 5x) = 81$

60.) $-2(9 - 7x) = 108$

61.) $\begin{array}{l} x - y = 0 \\ x + 3y = 0 \end{array}$

62.) $\begin{array}{l} 2x + 4y = -4 \\ 3x + 8y = 2 \end{array}$

63.) $\begin{array}{l} -2x - 2y = 20 \\ 6x - y = -18 \end{array}$

64.) $\begin{array}{l} 2x + 5y = 27 \\ -5x - 10y = -55 \end{array}$

$$65.) \begin{aligned} 5x + y &= 34 \\ 15x + 5y &= 110 \end{aligned}$$

$$67.) \begin{aligned} y &= 3x + 3 \\ 5y + x &= 15 \end{aligned}$$

$$69.) \begin{aligned} y &= 4x - 29 \\ 3x &= 27 - y \end{aligned}$$

$$71.) \begin{aligned} y - 2x &= -4 \\ y &= -4x - 10 \end{aligned}$$

$$73.) \begin{aligned} x &= -3y + 18 \\ x - 5y &= -6 \end{aligned}$$

$$75.) \begin{aligned} y &= -3x + 21 \\ 5x &= 35 - 4y \end{aligned}$$

$$77.) x^2 - 8x + 12 = 0$$

$$66.) \begin{aligned} \cancel{x - 2y - 25} \\ \cancel{5x - 3y = 62} \\ x - 2y - 25 \quad 5x - 3y = -62 \end{aligned}$$

$$\begin{aligned} 5(2y - 25) - 3y &= -62 \\ 10y - 125 - 3y &= -62 \\ 68.) \quad x &= -y + 11 \\ x + 4y &= 23 \end{aligned}$$

$$70.) \begin{aligned} x &= -4y - 19 \\ x + 5y &= -25 \end{aligned}$$

$$72.) \begin{aligned} x &= -4y - 9 \\ x &= y - 9 \end{aligned}$$

$$74.) \begin{aligned} x &= -2y + 15 \\ x - 3y &= -5 \end{aligned}$$

$$76.) x^2 - 11x + 28 = 0$$

Multi-Step Equations

Date _____ Period _____

Solve each equation.

1) $-20 = -4x - 6x$

$$\frac{-20}{-10} = \frac{-10x}{-10} \quad 2 = x \quad \boxed{x=2}$$

3) $8x - 2 = -9 + 7x$

5) $4m - 4 = 4m$

$$m = -4$$

7) $5p - 14 = 8p + 4$

9) $-8 = -(x+4)$

$$\begin{aligned} -8 &= -x - 4 \\ -4 &= -x \\ x &= 4 \end{aligned}$$

11) $14 = -(p-8)$

$$\begin{aligned} 14 &= -p + 8 \\ -6 &= -p \\ p &= 6 \end{aligned}$$

13) $-18 - 6k = 6(1 + 3k)$

15) $2(4x - 3) - 8 = 4 + 2x$

17) $-(1 + 7x) - 6(-7 - x) = 36$

19) $24a - 22 = -4(1 - 6a)$

2) $6 = 1 - 2n + 5$

$$\begin{aligned} 6 &= 2n + 4 \\ -4 &= 2n - 4 \\ 2 &= 2n \\ n &= 1 \end{aligned} \quad \boxed{n=1}$$

4) $a + 5 = -5a + 5$

6) $p - 1 = 5p + 3p - 8$

$$p - 1 = 8p - 8$$

8) $\frac{p+9}{8} = \frac{8p}{8} \quad \frac{p+9}{8} = p \quad p = \frac{9}{7}$

10) $12 = -4(-6x - 3)$

$$\begin{aligned} 12 &= 18x + 12 \\ 0 &= 18x \\ x &= 0 \end{aligned} \quad \boxed{x=0}$$

12) $-(7 - 4x) = 9$

$$\begin{aligned} -7 + 4x &= 9 \\ 4x &= 16 \\ x &= 4 \end{aligned}$$

14) $5n + 34 = -2(1 - 7n)$

16) $3n - 5 = -8(6 + 5n)$

18) $-3(4x + 3) + 4(6x + 1) = 43$

20) $-5(1 - 5x) + 5(-8x - 2) = -4x - 8x$

Christopher Stanley Jadwinski

Saturday Academy

1/8/11

Individualized Education Plan

I am here in Saturday Academy to learn how to do better in Algebra, Language Arts 1, and Biology. The areas in these subjects I need to improve in these areas are studying and reading. The actions I will take to make the improvements I need in these areas are I will work harder, read more and do more studying.

Chris J
2/12/11

SA
Writing Prompt

1. ~~The~~ A cell is the basic unit of life. All living things are made up of cells. There are two kind of cells they are plant and animal cells. ~~the~~

Cells are important to human life because they protect our bodies. They also help and heal our bodies with their form of white-blood cells. Lastly they help our bodies grow and adapt to the environment.

Some parts of the cell that are common to many cells are the nucleus & cell membrane. But not all cells are the same with these parts because prokaryotic cells have no nucleus and plants cells have a cell wall also. To sum up those are the parts of the cells that are common to many of them.

2. Once the container is placed in the bath of ice water the vapor will freeze. This will happen because the water is the vapor will get cold. To finish those are the changes the container of vapor we undergo.

(over)

Another change that might occur in the container is the vapor may exit it. This could happen because the water in the bath may ~~loosen~~ loosen the lid. So that is another change that might occur.

$$\text{Bio} = 55.5\%$$

$$\text{Math} = 57$$

1 D

2 C

3 D

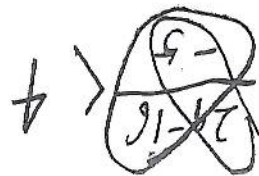
4 A

5 B

6 C

7 C

8 A



$$\textcircled{1} \quad \begin{aligned} \text{Ryan} &= \frac{100 \text{ ft}^2}{5 \text{ Hrs}} = 20 \frac{\text{ft}^2}{\text{Hr}} \\ \text{Cristel} &= \frac{100 \text{ ft}^2}{6 \text{ Hrs}} = 16.7 \frac{\text{ft}^2}{\text{Hr}} \end{aligned}$$

$$\text{Combined } 36.7 \frac{\text{ft}^2}{\text{Hr}}$$

$$100 / 36.7 = 2.7 \text{ Hrs}$$

2. dh

3.

$$\textcircled{5}. \quad P + D = \frac{40}{4.95}$$

$$\curvearrowright D = \frac{40}{9}$$

$$P + \frac{40}{9} = \frac{40}{4.95}$$

$$P + 4.44 = 8.08$$

$$P = 3.64 \frac{\text{Bushels}}{\text{Hr}}$$

$$40 / 3.64 = 10.99 \text{ Hrs}$$

$$6. \quad J + N = 5.14$$

$$N = \frac{5.14}{12}$$

$$J + \frac{5.14}{12} = 5.14$$

$$J + .42 = 5.14$$

$$J = .42$$

$$\frac{5.14}{.42} = 12.23$$

$$9. K + 5 = 5.76$$

$$K = \frac{1}{16}$$

$$K + D = \frac{1}{0.06}$$

$$\frac{1}{16} + K = \frac{1}{0.1}$$

Multi-Step Equations

Name Chris JDate 2/5/11 Period 1

Solve each equation.

$$\rightarrow 1) -20 = -4x - 6x$$

$$\begin{array}{r} -4x - 6x \\ +4x + 4x \\ \hline -20 = -2x \\ \frac{-20}{-2} = \frac{-2x}{-2} \quad x = 10 \end{array}$$

$$3) 8x - 12 = -9 + 7x$$

$$\begin{array}{r} 8x - 12 \\ +2 \quad +2 \\ \hline 8x = -7 + 7x \\ -7x \quad -7x \\ \hline x = -7 \end{array}$$

$$5) 4m - 4 = 4m - 7$$

$$\begin{array}{r} 4m - 4 \\ \frac{4m}{4} \quad \frac{-4}{4} \quad m = \frac{-1}{2} \end{array}$$

$$\rightarrow 7) 5p - 14 = 8p + 4$$

$$\begin{array}{r} 5p - 14 \\ +14 \quad +14 \\ \hline 5p = 18 \\ \frac{5p}{5} = \frac{18}{5} \quad p = \frac{18}{5} \end{array}$$

$$9) -8 = -(x + 4)$$

$$\begin{array}{r} -8 = -x - 4 \\ +4 \quad +4 \\ \hline -4 = -x \\ \frac{-4}{-1} = \frac{-x}{-1} \quad x = 4 \end{array}$$

$$11) 14 = -(p - 8)$$

$$\begin{array}{r} 14 = -p + 8 \\ \frac{14}{8} = \frac{-p}{8} \quad p = -6 \end{array}$$

$$\rightarrow 13) -18 - 6k = 6(1 + 3k)$$

$$\begin{array}{r} -18 - 6k = 6 + 18k \\ +18 \quad +18 \\ \hline -6k = 24 + 18k \\ \frac{-6k}{-6} = \frac{24 + 18k}{-6} \quad k = 2 \end{array}$$

$$\rightarrow 15) 2(4x - 3) - 8 = 4 + 2x$$

$$8x - 6 - 8 = 4 + 2x$$

$$17) -(1 + 7x) - 6(-7 - x) = 36$$

$$-1 - 7x + 42 + 6x = 36$$

$$\begin{array}{r} -1 - 7x + 42 = 36 \\ +1 \quad +1 \\ \hline -1x + 42 = 36 \\ \frac{-1x}{-1} + 42 = \frac{36}{-1} \quad x = 5 \end{array}$$

$$9) 24a - 22 = -4(1 - 6a)$$

$$\begin{array}{r} 24a - 22 = -4 + 24a \\ +22 \quad +22 \\ \hline 24a = 18 + 24a \\ \frac{24a}{24} = \frac{18 + 24a}{24} \quad a = \frac{18}{24} \end{array}$$

$$2) 6 = 1 - 2n + 5$$

$$\begin{array}{r} 6 = 1 - 2n + 5 \\ -5 \quad -5 \\ \hline 1 = -2n \\ \frac{1}{-2} = \frac{-2n}{-2} \quad n = 0 \end{array}$$

$$\rightarrow 4) a + 5 = -5a + 5$$

$$\begin{array}{r} a + 5 = -5a + 5 \\ -5 \quad -5 \\ \hline a = -5a \\ \frac{a}{-5} = \frac{-5a}{-5} \quad a = 0 \end{array}$$

$$6) p - 1 = 5p + 3p - 8$$

$$\begin{array}{r} p - 1 = 8p - 8 \\ +1 \quad +1 \\ \hline p = 8p - 9 \\ \frac{p}{-7} = \frac{8p - 9}{-7} \quad p = 1 \end{array}$$

$$8) p - 4 = -9 + p$$

$$\begin{array}{r} p - 4 = -9 + p \\ +4 \quad +4 \\ \hline p = -5 + p \\ \frac{p}{1} = \frac{-5 + p}{1} \quad p = -5 \end{array}$$

$$\rightarrow 10) 12 = -4(-6x - 3)$$

$$\begin{array}{r} 12 = 24x + 12 \\ -12 \quad -12 \\ \hline 0 = 24x \\ \frac{0}{24} = \frac{24x}{24} \quad x = 0 \end{array}$$

$$12) -(7 - 4x) = 9$$

$$\begin{array}{r} -7 + 4x = 9 \\ +7 \quad +7 \\ \hline 4x = 16 \\ \frac{4x}{4} = \frac{16}{4} \quad x = 4 \end{array}$$

$$\rightarrow 14) 5n + 34 = -2(1 - 7n)$$

$$\begin{array}{r} 5n + 34 = -2 + 14n \\ -34 \quad -34 \\ \hline 5n = -36 + 14n \\ \frac{5n}{5} = \frac{-36 + 14n}{5} \quad n = -\frac{36}{9} \end{array}$$

$$\frac{19n}{19} = \frac{-36}{19} \quad n = -\frac{36}{19}$$

$$\rightarrow 16) 3n - 5 = -8(6 + 5n)$$

$$\begin{array}{r} 3n - 5 = -48 - 40n \\ +5 \quad +5 \\ \hline 3n = -43 - 40n \\ \frac{3n}{3} = \frac{-43 - 40n}{3} \quad n = -\frac{43}{37} \end{array}$$

$$\frac{-37n}{-37} = \frac{-43}{-37} \quad n = \frac{-43}{-37}$$

$$18) -3(4x + 3) + 4(6x + 1) = 43$$

$$-12x - 9 + 24x + 4 = 43$$

$$\begin{array}{r} -12x - 9 + 24x + 4 = 43 \\ +9 \quad +9 \\ \hline 12x - 5 = 43 \\ \frac{12x}{12} = \frac{48}{12} \quad x = 4 \end{array}$$

$$\begin{array}{r} 12x + 4 = 52 \\ -4 \quad -4 \\ \hline 12x = 48 \\ \frac{12x}{12} = \frac{48}{12} \quad x = 4 \end{array}$$

$$\rightarrow 20) -5(1 - 5x) + 5(-8x - 2) = -4x - 8x$$

$$-5 + 25x + -40x - 10 = -4x - 8x$$

Chris J

1/22/11

Dear CropCrop president,

Based on the data I have read from your chart I have made my decision on which of the crops you have given me to choose from. My choice is the Switchgrass. I have chosen this one because even though I know it is still being developed as fuel I believe it will be better than corn. I believe this because the switchgrass has a higher regrowth rate than corn and it costs less than corn in cost per acre of production. So that is why I choose Switchgrass.

But there are some problems with my choice. One of these problems is there are only about 100 farms working with switchgrass. Some more problems with it are it can only be used for decorating landscapes and it has a temperature of -42°F . The last problem with my choice is it requires an amount of 26,45 GJ/acre. Those are the consequences of my choice.

Lastly I would like to tell you how my choice will benefit the environment. The benefits of my choice are it has a better variety soil textures than corn. Also it can hold more precipitation than corn. Lastly every part of it can be converted to fuel than just its grain we won't have to cut so many trees down to plant it.

So in conclusion that is why I chose switchgrass Mr. President
(over)

From Chico,

Work Word Problems

Solve each question. Round your answer to the nearest hundredth.

- 1) Working alone, Ryan can dig a 10 ft by 10 ft hole in five hours. Castel can dig the same hole in six hours. How long would it take them if they worked together?

2.7 hr

- 2) Shawna can pour a large concrete driveway in six hours. Dan can pour the same driveway in seven hours. Find how long it would take them if they worked together.

13 hr

- 3) It takes Trevon ten hours to clean an attic. Cody can clean the same attic in seven hours. Find how long it would take them if they worked together.

17 hr

- 4) Working alone, Carlos can oil the lanes in a bowling alley in five hours. Jenny can oil the same lanes in nine hours. If they worked together how long would it take them?

14 hr

- 5) Working together, Paul and Daniel can pick forty bushels of apples in 4.95 hours. Had he done it alone it would have taken Daniel 9 hours. Find how long it would take Paul to do it alone.

10.99 hr

- 6) Working together, Jenny and Natalie can mop a warehouse in 5.14 hours. Had she done it alone it would have taken Natalie 12 hours. How long would it take Jenny to do it alone?

12.23 hr

- 7) Rob can tar a roof in nine hours. One day his friend Kayla helped him and it only took 4.74 hours. How long would it take Kayla to do it alone?

10 hr

- 8) Working alone, it takes Kristin 11 hours to harvest a field. Kayla can harvest the same field in 16 hours. Find how long it would take them if they worked together.

27 hr

- 9) Krystal can wax a floor in 16 minutes. One day her friend Perry helped her and it only took 5.76 minutes. How long would it take Perry to do it alone?

2.76 min

- 10) Working alone, Dan can sweep a porch in 15 minutes. Alberto can sweep the same porch in 11 minutes. If they worked together how long would it take them?

26 min

- 11) Ryan can paint a fence in ten hours. Asanji can paint the same fence in eight hours. If they worked together how long would it take them?

18 hr

- 12) Working alone, it takes Asanji eight hours to dig a 10 ft by 10 ft hole. Brenda can dig the same hole in nine hours. How long would it take them if they worked together?

hr

David Mroczek

1. $x = 2$

2. $n = 0$

3. $y = -7$

4. $a = -5a$

infinitely many solutions

5. $-4 = m$

6. $p = -8p$ infinitely many solutions

7. $p = 6$

8. $p - 4 = -9 + p$
 $-9 \quad +9$

$p + 5 = p$ no solutions

a.

Multi-Step Equations

Date _____ Period _____

Solve each equation.

1) $-20 = -4x - 6x$

$x = 2$

$$\begin{array}{r} -20 = -10x \\ -10 \quad -10 \end{array}$$

3) $8x - 2 = -9 + 7x$

$x = -7$

$$\begin{array}{r} 8x - 2 = -9 + 7x \\ +9 \quad +9 \end{array}$$

5) $4m - 4 = 4m - 8$

$$\begin{array}{r} 4m - 4 = 4m - 8 \\ -4 \quad -4 \end{array}$$

7) $5p - 14 = 8p + 4$

$-3p = 18$

$$\begin{array}{r} 5p - 14 = 8p + 4 \\ +14 \quad +14 \end{array}$$

9) $-8 = -(x + 4)$

2) $6 = 1 - 2n + 5$

$n = 0$

$$\begin{array}{r} 6 = 1 - 2n + 5 \\ -5 \quad -5 \end{array}$$

4) $a + 5 = -5a + 5$

$a = -5a$

infinitely many solutions

6) $p - 1 = 5p + 3p - 8$

$$\begin{array}{r} p - 1 = 8p - 8 \\ +8 \quad +8 \end{array}$$

infinitely many solutions

8) $p - 4 = -9 + p$

10) $12 = -4(-6x - 3)$

11) $14 = -(p - 8)$

12) $-(7 - 4x) = 9$

13) $-18 - 6k = 6(1 + 3k)$

14) $5n + 34 = -2(1 - 7n)$

15) $2(4x - 3) - 8 = 4 + 2x$

16) $3n - 5 = -8(6 + 5n)$

17) $-(1 + 7x) - 6(-7 - x) = 36$

18) $-3(4x + 3) + 4(6x + 1) = 43$

19) $24a - 22 = -4(1 - 6a)$

20) $-5(1 - 5x) + 5(-8x - 2) = -4x - 8x$

Percent Problems

Solve each problem. Round to the nearest tenth or tenth of a percent.

- 1) What percent of 29 is 3?

10.9%

- 3) What percent of 55 is 34?

62%

- 5) 28% of 63 is what?

~~100%~~ 18%

- 7) 1 is what percent of 52.6?

~~100%~~ 2%

- 9) 4% of 73 is what?

~~100%~~ 3%

- 1) 79% of 67 miles is what?

52.9% miles

- 13) 112 minutes is 76% of what?

~~85%~~ 147 minutes
 $0.76x = 112$

- 15) \$73 is what percent of \$125?

~~100%~~ 60%

- 17) What is 68% of 118 tons?

80%

- 19) 16 inches is 35% of what?

66%

- 21) 140 ft is 97% of what?

136

- 23) What is 103% of 127 tons?

~~100%~~ 130 tons

- 2) What percent of 33.5 is 21?

63%

- 4) 41% of 78 is what?

32%

- 6) 58% of what is 63.4?

~~100%~~ 109%

- 8) What percent of 38 is 15?

39%

- 10) What is 12% of 17.5?

2%

- 12) What is 59% of 14 m?

8.3% m

- 14) What is 16% of 43 minutes?

7% minutes

- 16) What is 90% of 130 inches?

117% inches

- 18) What percent of 180.4 minutes is 25.7 minutes?

~~100%~~ 14%

- 20) 90% of 54.4 hours is what?

49% hours

- 22) What is 170% of 97 tons?

~~100%~~ 165 tons

- 24) 102 hours is 94% of what?

109% 109% 4.5

David Mroczek

Individualized education plan

I am here because I and my parents chose me to be here. I made the decision to be here so I can graduate in 2014. I want more help in math and biology so I can get the bio test and math test and pass them. The most improvement I need in is biology. The actions that I need to take are study more and not cram last second.

Algebra Practice Problems

Name: _____

Date: _____

Worksheet generated at www.math.com

$$1.) \quad x - 2 = 10$$

$$\quad +2 \quad +2$$

$$x = 12$$

$$2.) \quad -6 + x = -6$$

$$\quad +6 \quad +6$$

$$x = 0$$

$$3.) \quad x/3 = 3$$

$$\quad \times 3 \quad \times 3$$

$$x = 9$$

$$4.) \quad x + 10 = 12$$

$$\quad -10 \quad -10$$

$$x = 2$$

$$5.) \quad x + 2 = 0$$

$$\quad -2 \quad -2$$

$$x = -2$$

$$6.) \quad 2 - 6x = 26$$

$$\quad -2 \quad -2$$

$$\quad \underline{-6x = 24} \quad x = -4$$

$$\quad -6 \quad -6$$

$$7.) \quad -1 + 7x = -8$$

$$\quad +1 \quad +1$$

$$\quad \underline{7x = -7} \quad x = -1$$

$$\quad 7 \quad 7$$

$$8.) \quad 5x - 2 = 38$$

$$\quad +2 \quad +2$$

$$\quad \underline{5x = 40} \quad x = 8$$

$$\quad 5 \quad 5$$

$$9.) \quad -7x + 4 = -45$$

$$\quad -4 \quad -4$$

$$\quad \underline{-7x = -49}$$

$$\quad -7 \quad -7$$

$$11.) \quad 1 + 5x = -44$$

$$\quad -1 \quad -1$$

$$\quad \underline{5x = -45} \quad x = -9$$

$$\quad 5 \quad 5$$

$$10.) \quad 5x + 8 = 63$$

$$\quad -8 \quad -8$$

$$\quad \underline{5x = 55}$$

$$\quad 5 \quad 5$$

$$12.) \quad 1 - 6x = -53$$

$$\quad -1 \quad -1$$

$$\quad \underline{-6x = -54}$$

$$\quad x = 9$$

$$13.) \quad -10 - 7x = -24$$

$$\quad +10 \quad +10$$

$$\quad \underline{-7x = -14}$$

$$\quad -7 \quad -7$$

$$15.) \quad -6x - 1 = -73$$

$$\quad +1 \quad +1$$

$$\quad \underline{-6x = -72} \quad x = 12$$

$$\quad -6 \quad -6$$

$$14.) \quad 7x + 2 = -82$$

$$\quad -2 \quad -2$$

$$\quad \underline{7x = -84}$$

$$\quad 7 \quad 7$$

$$16.) \quad -10 + 2x = -2$$

$$\quad +10 \quad +10$$

$$\quad \underline{2x = 8} \quad x = 4$$

$$\quad 2 \quad 2$$

$$17.) \quad 2 + 4x = 2$$

$$\begin{array}{r} -2 \quad -2 \\ 4x = 0 \\ \hline 4 \quad 4 \end{array} \quad \boxed{x=0}$$

$$19.) \quad 3 + 5x = 48$$

$$\begin{array}{r} -3 \quad -3 \\ 5x = 45 \\ \hline 5 \quad 5 \end{array} \quad \boxed{x=9}$$

$$21.) \quad 3x + 5 = -16$$

$$\begin{array}{r} -5 \quad -5 \\ 3x = -21 \\ \hline 3 \quad 3 \end{array} \quad \boxed{x=-7}$$

$$23.) \quad -2x - 5 = 13$$

$$\begin{array}{r} +5 \quad +5 \\ -2x = 18 \\ \hline -2 \quad -2 \end{array} \quad \boxed{x=-9}$$

$$25.) \quad -4x - 8 = -28$$

$$\begin{array}{r} +8 \quad +8 \\ -4x = -20 \\ \hline -4 \quad -4 \end{array} \quad \boxed{x=5}$$

$$27.) \quad -9 + 7x + 4x = 112$$

$$\begin{array}{r} -9 + 11x = 112 \\ +9 \quad +9 \\ 11x = 121 \\ \hline 11 \quad 11 \end{array} \quad \boxed{x=11}$$

$$29.) \quad -4x + 7 + 3x = 10$$

$$\begin{array}{r} -x + 7 = 10 \\ -7 \quad -7 \\ -x = 3 \\ \hline -1 \quad -1 \end{array} \quad \boxed{x=-3}$$

$$31.) \quad 2 + 5x + 3x = 66$$

$$\begin{array}{r} 2 + 8x = 66 \\ -2 \quad -2 \\ 8x = 64 \\ \hline 8 \quad 8 \end{array} \quad \boxed{x=8}$$

$$18.) \quad 5x + 2 = 47$$

$$\begin{array}{r} -2 \quad -2 \\ 5x = 45 \\ \hline 5 \quad 5 \end{array} \quad \boxed{x=9}$$

$$20.) \quad 2x + 7 = -15$$

$$\begin{array}{r} -7 \quad -7 \\ 2x = -22 \\ \hline 2 \quad 2 \end{array} \quad \boxed{x=-11}$$

$$22.) \quad -7x + 1 = 1$$

$$\begin{array}{r} -1 \quad -1 \\ -7x = 0 \\ \hline -7 \quad -7 \end{array} \quad \boxed{x=0}$$

$$24.) \quad -1 + 5x = 49$$

$$\begin{array}{r} +1 \quad +1 \\ 5x = 50 \\ \hline 5 \quad 5 \end{array} \quad \boxed{x=10}$$

$$26.) \quad 6x + 10 + 6x = 142$$

$$\begin{array}{r} 12x + 10 = 142 \\ -10 \quad -10 \\ 12x = 132 \\ \hline 12 \quad 12 \end{array} \quad \boxed{x=11}$$

$$28.) \quad -41 = x + 3x + 3$$

$$\begin{array}{r} -41 = 4x + 3 \\ -3 \quad -3 \\ -44 = 4x \\ \hline -44 \quad 4x \\ -8 \quad -8 \end{array} \quad \boxed{x=-11}$$

$$30.) \quad -8x + 3x = -8$$

$$\begin{array}{r} -5 + 4x = -8 \\ +8 \quad +8 \\ 4x = 0 \\ \hline 4 \quad 4 \end{array} \quad \boxed{x=0}$$

$$32.) \quad 2 + 3x + 7x = 102$$

$$\begin{array}{r} 2 + 10x = 102 \\ -2 \quad -2 \\ 10x = 100 \\ \hline 10 \quad 10 \end{array} \quad \boxed{x=10}$$

33.) $x + 7 + 5x = 37$

$$\begin{array}{r} 7 + 6x = 37 \\ -7 \quad -7 \\ \hline 6x = 30 \end{array} \quad \boxed{x=5}$$

35.) $5 + 5x + 3x = 21$

$$\begin{array}{r} 5 + 8x = 21 \\ -5 \quad -5 \\ \hline 8x = 16 \end{array} \quad \boxed{x=2}$$

37.) $6 + 3x + 2x = 36$

$$\begin{array}{r} 6 + 5x = 36 \\ -6 \quad -6 \\ \hline 5x = 30 \end{array} \quad \boxed{x=6}$$

39.) $-3x + 7 + 7x = 31$

$$\begin{array}{r} 4x + 7 = 31 \\ -7 \quad -7 \\ \hline 4x = 24 \\ \hline x = 6 \end{array} \quad \boxed{x=6}$$

41.) $5x - 8 = -2x - 8$

$$\begin{array}{r} 5x - 8 = -2x - 8 \\ +8 \quad +8 \\ \hline 5x = -2x \\ +2x \quad +2x \\ \hline 7x = 0 \end{array} \quad \boxed{x=0}$$

43.) $x + 3 = 5x + 3$

$$\begin{array}{r} x + 3 = 5x + 3 \\ -x \quad -x \\ \hline 3 = 4x + 3 \\ -3 \quad -3 \\ \hline 0 = 4x \\ \hline x = 0 \end{array} \quad \boxed{x=0}$$

45.) $5x + 9 = -5x - 11$

$$\begin{array}{r} 5x + 9 = -5x - 11 \\ +5x \quad +5x \\ \hline 10x + 9 = -11 \\ -9 \quad -9 \\ \hline 10x = -20 \\ \hline x = -2 \end{array} \quad \boxed{x=-2}$$

47.) $4x + 3 = 30 + x$

$$\begin{array}{r} 4x + 3 = 30 + x \\ -x \quad -x \\ \hline 3x + 3 = 30 \\ -3 \quad -3 \\ \hline 3x = 27 \\ \hline x = 9 \end{array} \quad \boxed{x=9}$$

34.) $5x - 9 - 2x = 27$

$$\begin{array}{r} 3x - 9 = 27 \\ +9 \quad +9 \\ \hline 3x = 36 \end{array} \quad \boxed{x=12}$$

36.) $-10 = 5x + 7x + 2$

$$\begin{array}{r} -10 = 12x + 2 \\ -2 \quad -2 \\ \hline -12 = 12x \\ \hline x = -1 \end{array} \quad \boxed{x=-1}$$

38.) $41 = -2x - 4x - 1$

$$\begin{array}{r} 41 = -6x - 1 \\ +1 \quad +1 \\ \hline 42 = -6x \\ \hline x = -7 \end{array} \quad \boxed{x=-7}$$

40.) $4x + 6 + x = 46$

$$\begin{array}{r} 5x + 6 = 46 \\ -6 \quad -6 \\ \hline 5x = 40 \\ \hline x = 8 \end{array} \quad \boxed{x=8}$$

42.) $5x + 8 = 11 + 4x$

$$\begin{array}{r} 5x + 8 = 11 + 4x \\ -4x \quad -4x \\ \hline x + 8 = 11 \\ -8 \quad -8 \\ \hline x = 3 \end{array} \quad \boxed{x=3}$$

44.) $5x - 2 = -38 + x$

$$\begin{array}{r} 5x - 2 = -38 + x \\ -x \quad -x \\ \hline 4x - 2 = -38 \\ +2 \quad +2 \\ \hline 4x = -36 \\ \hline x = -9 \end{array} \quad \boxed{x=-9}$$

46.) $-7 + x - 7x - 55x$

$$\begin{array}{r} -7 = -8x - 55 \\ +55 \quad +55 \\ \hline 48 = -8x \\ \hline x = -6 \end{array} \quad \boxed{x=-6}$$

48.) $-5x - 5 = 5x - 35$

$$\begin{array}{r} -5x - 5 = 5x - 35 \\ +35 \quad +35 \\ \hline -5x = 5x - 40 \\ -5x \quad -5x \\ \hline 0 = 10x - 40 \\ +40 \quad +40 \\ \hline 10x = 40 \\ \hline x = 4 \end{array} \quad \boxed{x=4}$$

49.) $3x + 8 = -7x + 18$

50.) $3x - 6 = -7x + 74$

51.) $-x + 9 = x - 3$

52.) $-6x + 8 = 4 - 5x$

53.) $1 + x = 7x + 1$

54.) $2x + 10 = -1 + 3x$

55.) $x + 4 = -3x + 8$

56.) $7(-4 + 2x) = 56$

57.) $3(7 - 4x) = -123$

58.) $3(7x + 8) = -123$

59.) $3(7 + 5x) = 81$

60.) $-2(9 - 7x) = 108$

61.) $x - y = 0$
 $x + 3y = 0$

62.) $2x + 4y = -4$
 $3x + 8y = 2$

63.) $-2x - 2y = 20$
 $6x - y = -18$

64.) $2x + 5y = 27$
 $-5x - 10y = -55$

$$\begin{aligned} 65.) \quad & 5x + y = 34 \\ & 15x + 5y = 110 \end{aligned}$$

$$\begin{aligned} 66.) \quad & x = 2y - 25 \\ & 5x - 3y = -62 \end{aligned}$$

$$\begin{aligned} 67.) \quad & y = 3x + 3 \\ & 5y + x = 15 \end{aligned}$$

$$\begin{aligned} 68.) \quad & x = -y + 11 \\ & x + 4y = 23 \end{aligned}$$

$$\begin{aligned} 69.) \quad & y = 4x - 29 \\ & 3x = 27 - y \end{aligned}$$

$$\begin{aligned} 70.) \quad & x = -4y - 19 \\ & x + 5y = -25 \end{aligned}$$

$$\begin{aligned} 71.) \quad & y - 2x = -4 \\ & y = -4x - 10 \end{aligned}$$

$$\begin{aligned} 72.) \quad & x = -4y - 9 \\ & x = y - 9 \end{aligned}$$

$$\begin{aligned} 73.) \quad & x = -3y + 18 \\ & x - 5y = -6 \end{aligned}$$

$$\begin{aligned} 74.) \quad & x = -2y + 15 \\ & x - 3y = -5 \end{aligned}$$

$$\begin{aligned} 75.) \quad & y = -3x + 21 \\ & 5x = 35 - 4y \end{aligned}$$

$$76.) \quad x^2 - 11x + 28 = 0$$

$$77.) \quad x^2 - 8x + 12 = 0$$

Percent Problems

Date _____ Period _____

Solve each problem. Round to the nearest tenth or tenth of a percent.

1) What percent of 29 is 3?

10 %

2) What percent of 33.5 is 21?

2 %

3) What percent of 55 is 34?

62 %

4) 41% of 78 is what?

37 %

5) 28% of 63 is what?

18 %

6) 58% of what is 63.4?

109 %

7) 1 is what percent of 52.6?

2 %

8) What percent of 38 is 15?

39 %

9) 4% of 73 is what?

29

10) What is 12% of 17.5?

2 %

11) 79% of 67 miles is what?

53

12) What is 59% of 14 m?

4 %

13) 112 minutes is 76% of what?

147 min

14) What is 16% of 43 minutes?

7 %

15) \$73 is what percent of \$125?

56

16) What is 90% of 130 inches?

117 in

17) What is 68% of 118 tons?

80 tons

18) What percent of 180.4 minutes is 25.7 minutes?

14 min

19) 16 inches is 35% of what?

6 %

20) 90% of 54.4 hours is what?

49 hr

21) 140 ft is 97% of what?

13 %

22) What is 170% of 97 tons?

165 tons

23) What is 103% of 127 tons?

13 tons

24) 102 hours is 94% of what?

169 hours

Work Word Problems

Date _____ Period _____

Solve each question. Round your answer to the nearest hundredth.

- 1) Working alone, Ryan can dig a 10 ft by 10 ft hole in five hours. Castel can dig the same hole in six hours. How long would it take them if they worked together?

1 hour

- 2) Shawna can pour a large concrete driveway in six hours. Dan can pour the same driveway in seven hours. Find how long it would take them if they worked together.

13 hours

- 3) It takes Trevon ten hours to clean an attic. Cody can clean the same attic in seven hours. Find how long it would take them if they worked together.

3 hours

- 4) Working alone, Carlos can oil the lanes in a bowling alley in five hours. Jenny can oil the same lanes in nine hours. If they worked together how long would it take them?

14 hours

- 5) Working together, Paul and Daniel can pick forty bushels of apples in 4.95 hours. Had he done it alone it would have taken Daniel 9 hours. Find how long it would take Paul to do it alone.

13.95 hours

- 6) Working together, Jenny and Natalie can mop a warehouse in 5.14 hours. Had she done it alone it would have taken Natalie 12 hours. How long would it take Jenny to do it alone?

17.14 hours

- 7) Rob can tar a roof in nine hours. One day his friend Kayla helped him and it only took 4.74 hours. How long would it take Kayla to do it alone?

13.74 hours

- 8) Working alone, it takes Kristin 11 hours to harvest a field. Kayla can harvest the same field in 16 hours. Find how long it would take them if they worked together.

27 hours

- 9) Krystal can wax a floor in 16 minutes. One day her friend Perry helped her and it only took 5.76 minutes. How long would it take Perry to do it alone?

21.76

- 10) Working alone, Dan can sweep a porch in 15 minutes. Alberto can sweep the same porch in 11 minutes. If they worked together how long would it take them?

26 hours

- 11) Ryan can paint a fence in ten hours. Asanji can paint the same fence in eight hours. If they worked together how long would it take them?

18 hours

- 12) Working alone, it takes Asanji eight hours to dig a 10 ft by 10 ft hole. Brenda can dig the same hole in nine hours. How long would it take them if they worked together?

17 hours

Nick Winkle

$$1. \begin{pmatrix} x_1 & y_1 \\ -7 & 6 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ -7 & -5 \end{pmatrix} \frac{-5-6}{-7+7} = \frac{-11}{0} \quad -11=m$$

$$2. \begin{pmatrix} x_1 & y_1 \\ 1 & 6 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 4 & -6 \end{pmatrix} \frac{-6-6}{4-1} = \frac{-12}{4} \quad -3=m$$

$$3. \begin{pmatrix} x_1 & y_1 \\ 5 & 8 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ -3 & -8 \end{pmatrix} \frac{-8-8}{-3-5} = \frac{-16}{-8} \quad 2=m$$

$$4. \begin{pmatrix} x_1 & y_1 \\ 2 & -1 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 0 & -8 \end{pmatrix} \frac{-8+2}{0-2} = \frac{-6}{-2} \quad 3=m$$

$$5. \begin{pmatrix} x_1 & y_1 \\ -8 & -9 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 3 & -8 \end{pmatrix} \frac{-8+9}{3+8} = \frac{1}{11} = m$$

$$6. \begin{pmatrix} x_1 & y_1 \\ -7 & -2 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ -9 & 6 \end{pmatrix} \frac{6+2}{-9+7} = \frac{8}{-2} \quad -4=m$$

$$7. \begin{pmatrix} x_1 & y_1 \\ 8 & -6 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ -7 & 4 \end{pmatrix} \frac{4+6}{-7-8} = \frac{10}{-15} \quad \frac{10}{-15}=m$$

$$8. \begin{pmatrix} x_1 & y_1 \\ 5 & -1 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 5 & 9 \end{pmatrix} \frac{9+1}{5-5} = \frac{10}{0} \quad 10=m$$

$$9. \begin{pmatrix} x_1 & y_1 \\ -6 & -8 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 1 & 0 \end{pmatrix} \frac{0+8}{1+6} = \frac{8}{7} = m$$

$$10. \begin{pmatrix} x_1 & y_1 \\ -1 & 7 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 3 & 0 \end{pmatrix} \frac{0-7}{3+1} = \frac{-7}{4} = m$$

$$11. \begin{pmatrix} x_1 & y_1 \\ 9 & -1 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ -7 & -7 \end{pmatrix} \frac{-7+1}{-7-9} = \frac{-6}{-16} = m$$

$$12. \begin{pmatrix} x_1 & y_1 \\ -9 & 7 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 4 & 8 \end{pmatrix} \frac{8-7}{4+9} = \frac{1}{13} = m$$

$$13. \begin{pmatrix} x_1 & y_1 \\ 5 & 8 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 0 & 4 \end{pmatrix} \frac{4-8}{0-5} = \frac{-4}{-5} = m$$

$$14. \begin{pmatrix} x_1 & y_1 \\ -1 & 5 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 5 & 0 \end{pmatrix} \frac{0-5}{5+1} = \frac{-5}{6} = m$$

$$15. \begin{pmatrix} x_1 & y_1 \\ 7 & -3 \end{pmatrix} \begin{pmatrix} x_2 & y_2 \\ 1 & -4 \end{pmatrix} \frac{-4+3}{1-7} = \frac{-1}{-6} = m$$

LANGUAGE ARTS & SOCIAL STUDIES

LESSON PLANS,
EXAMPLES OF STUDENT WORK, &
STUDY ISLAND DATA

Saturday Academy

Cycle 2

Language Arts

January 8, 2011

PowerPoint Presentation: *Testing, Testing, 1, 2, 3: Strategies for Taking Standardized Tests*

Socratic Seminar: *High Stakes Testing: Is It Fair to Students?* by Ted Villaire

Study Island Tutorial (log-in information, accessing class page & assignments, etc.)

Study Island Language Arts Diagnostic

January 22, 2011

Review of New Jersey HSPA Holistic Scoring Rubric

Socratic Seminar: Persuasive Writing Samples & discussion of scores

Persuasive Essay Graphic Organizer

HSPA Lesson: *Root Words, Prefixes, and Suffixes*

Study Island Independent Practice

PreDiagnostic Test 1.8.11

Organizational Structures				Graphic Organizers				Synonyms and Antonyms				Connotation and Denotation			
3.1.E.1				3.1.E.3				3.1.F.1				3.1.F.1			
Student	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Correct	Incorrect	Correct	Incorrect	Correct	
Collazo, David	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
Conklin, Kelly	0	1	0%	1	1	50%	0	2	0%	1	1	50%	1	50%	
Corcoran, John	0	1	0%	1	1	50%	1	1	50%	0	2	0	2	0%	
D'Agostino, Frankie	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
Doshi, Kishan	0	1	0%	2	0	100%	1	1	50%	2	0	2	0	100%	
Dzinglecki, Joseph	1	0	100%	0	2	0%	0	2	0%	2	0	2	0	100%	
Fago, Ava	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
Grantham, Jarvis	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
Guidi, Anthony	1	0	100%	1	1	50%	2	0	100%	1	1	50%	1	50%	
Isak, Marshelinda	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
Jarzabski, Adrian	1	0	100%	1	1	50%	2	0	100%	2	0	2	0	100%	
Minus, Tiana	0	1	0%	0	2	0%	1	1	50%	1	1	50%	1	50%	
Patel, Darshan	1	0	100%	0	2	0%	1	1	50%	1	1	50%	1	50%	
Raab, Paige	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
Ramirez, Marvin	0	1	0%	1	1	50%	0	2	0%	2	0	100%	0	100%	
Ramos, Daniel	0	1	0%	1	1	50%	1	1	50%	1	1	50%	1	50%	
Randall, Raymond	0	1	0%	0	2	0%	1	1	50%	0	2	0	2	0%	
Todzia, Daniel	0	0	0%	0	0	0%	0	0	0%	0	0	0	0	0%	
TOTAL	4	7	36.40%	8	14	36.40%	10	12	45.50%	13	9	59.10%	9	59.10%	

Janet Fulmer
1/20/11
Week 2

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA
Tests Specifications p. 23

In Scoring,
consider the
grid of
written
language

Score

Inadequate
Command

1

Limited
Command

2

Partial
Command

3

Adequate
Command

4

Strong
Command

5

Superior
Command

6

**Content &
Organization**

- May lack opening and/or closing

- Minimal response to topic; uncertain focus

- No planning evident; disorganized

- Details random, inappropriate, or barely apparent

- May lack opening and/or closing

- Attempts to focus
- May drift or shift focus

- Attempts organization
- Few, if any, transitions between ideas

- Details lack elaboration, i.e., highlight paper

- May lack opening and/or closing

- Usually has single focus

- Some lapses or flaws in organization
- May lack some transitions between ideas

- Repetitious details
- Several unelaborated details

- Generally has opening and/or closing

- Single focus

- Ideas loosely connected
- Transition evident

- Uneven development of details

- Opening and closing

- Single focus
- Sense of unity and coherence
- Key ideas developed

- Logical progression of ideas
- Moderately fluent
- Attempts compositional risks

- Details appropriate and varied

- Opening and closing

- Single, distinct focus
- Unified and coherent
- Well-developed

- Logical progression of ideas
- Fluent, cohesive
- Compositional risks successful

- Details effective, vivid, explicit, and/or pertinent

Usage

- No apparent control
- Severe/numerous errors

- Numerous errors

- Errors/patterns of errors may be evident

- Some errors that do not interfere with meaning

- Few errors

- Very few, if any, errors

Sentence Construction

- Assortment of incomplete and/or incorrect sentences

- Excessive monotony/same structure
- Numerous errors

- Little variety in syntax
- Some errors

- Some errors that do not interfere with meaning

- Few errors

- Very few, if any, errors

Mechanics

- Errors so severe they detract from meaning

- Numerous serious errors

- Patterns of errors evident

- No consistent pattern of errors
- Some errors that do not interfere with meaning

- Few errors

- Very few, if any, errors

I would give myself 4 or 5 out of 6

**New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA –
Tests Specifications p. 23**

Content & Organization	<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information
Usage	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers
Sentence Construction	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction
Mechanics	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

Non-Scorable Responses

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Assignment Title: Persuasive Essay**Date Due: Sat, Feb 26, 2011 at the end of the day****Assignment Status: Turned In**

Writing Prompt: Parents at your school want to stop students from working in after-school jobs. They believe that working after school affects a student's academic performance. Do you agree or disagree with this viewpoint? Write a letter to all the parents in which you persuade them to agree with your opinion.

Current Composition**Assignment Comments:****Score / Total: - / 6**

none

Writing Composition (original):

Dear Parents,

The significance of this letter is that a lot of you have voiced your opinion that you do not want you child having an after school job, but I disagree with you. Students should have experiance for when they become an adult, they should learn how to become more responsible and independent, and they would need money for college. They can not always count on mom and dad to give it to them.

Students, especially high school students should have an after school job for the experiance. When we the students get older in age, and become an adult, and its time to fill out

an application or when they go on an interview for a job but have no experiance it will effect the desision of your child being hired or rejected. When students have experiance in the

working area, it helps them to know what career they would or would not want to look at into in the future. Students that work no matter where they are working whether it is at a

food market, library, being life guard, or a day care, they are all still learning the same experiance that a boss would look at on thier applications or on an interview. Your child would have great communication and people skills, also they would know how the working life is how they have to be curdiest responsible and independent, which leads into my second reason why

students should have an after school job.

A job can and will make you independent and responsible. I am sure a lot of you as parents that have a job have to behave a certain way at work, be responsible for your actions

and also for the work that you have accomplished. When you are 18years of age you are coniderd an adult. Now being an adult means no more getting spoon fed and life is not a

bowl of cherries anymore, you can't run to mommy and daddy for everything. When that happens your child will learn to be independent. At there job they will have to have manners

they would have to say please and thank you, or yes Ser and no ma'am. i guarantee when they learn manners and have to be respectful at all times like that they would respect their

boss if they deserve it also they would grow up to be a respectful youg man or lady. They would be respectful and obedient to everyone around them as if they were there parents

High-Stakes Testing: Is It Fair to Students?

by Ted Villaire

1 The U.S. House of Representatives just passed a bill that requires states to give math and reading tests to students in grades three through eight every year, and holds accountable those schools that fail to make improvements. Some states already make decisions about funding for individual schools, teachers' and principals' salaries, and even accreditation of schools based on tests scores. Half of all states either have in place or are in the process of implementing the requirement that high-school seniors pass a test in order to graduate.

2 Is it fair to students when major decisions -- affecting not only their education but in some cases, their future -- are based on the results of a single test? According to the National Center for Research and Evaluation, a student who takes a standardized test a second time may have only a 30-50 percent chance of scoring within 5 points of his initial score. In fact, a score change of as many as 10 points may be completely attributable to the test. Other factors that may influence a test score include whether the child receives clear directions, follows those directions carefully, takes the test seriously, and is comfortable taking tests.

3 In the world outside of K-12 education, major decisions are routinely based on more than one type of assessment, says John Merrow, author of *Choosing Excellence: Good Enough Schools Are Not Good Enough*. A medical doctor, for example, wouldn't operate on a patient based on the results of a single test. Instead, the doctor would take a second measurement and look for other indicators. Similarly, college admissions offices never base their decisions solely on test scores. "You don't get into Harvard because you got 1600 on your SAT," explains Merrow. "They use multiple measures, yet we're willing to take a single measure and say this determines whether a student goes on to the eighth grade or graduates from high school."

4 Peter Sacks, author of *Standardized Minds: The High Price of America's Testing Culture and What We Can Do About It*, recommends "performance assessments" intended to reflect real-life situations, which could include more open-ended testing questions, portfolios, essays, presentations, exhibitions, and large projects carried out over a period of time. Compared to standardized tests, Sacks says these types of assessments would provide a more accurate gauge of student achievement.

5 Gary Orfield, an education professor at the Harvard Graduate School of Education and the Kennedy School of Government, suggests a set of alternative assessments that can be used along with standardized tests. These assessments would reflect different learning styles of students, provide timely feedback, address curriculum actually taught in the classroom, and be developed in collaboration with teachers.

6 As the pressure increases for students and schools to perform well on standardized tests, teachers adjust their curricula to fit the content and the format of the tests. In *Education Week's* special report, "Quality Counts 2001," 66 percent of teachers surveyed said they must concentrate "too much" on what's tested at the expense of other subjects. There is also widespread concern that subjects such as fine arts and physical education will be dropped altogether because teachers don't have time to teach subjects that don't appear on the test.

7 Maggie Hagan, a teacher at Garfield Elementary School in Youngstown, OH, says, "teaching to the test" emphasizes rote memorization at the expense of more complex skills, such as problem solving. "These tests have eclipsed the opportunities for teachers to engage our students in meaningful activities and projects," explains Hagan. "The curriculum becomes narrowed to accommodate the content on the test."

8 Many critics contend that high-stakes tests are inherently unfair and often damaging to the most vulnerable students: children of color, those with special needs, and those from low-income homes. Monty Neill of FairTest -- an organization opposed to high-stakes testing -- believes that minority students and students from low-income homes typically have lower test scores because they rarely receive the same education as children from more affluent families. Neill maintains that tests can make assumptions about a child's background and social knowledge, often favoring the background and experiences of white, middle-class students.

9 In support of this view, Peter Sacks has found that the best indicator of how a student will perform on a standardized test is his or her parents' income and level of education. In light of the correlation between test scores and socioeconomic status, Sack writes, "schools in poor neighborhoods bear the greatest brunt of public and official pressure to raise test scores."

10 Mary Bostrom, a teacher at John Muir Elementary School in Madison, WI, was relieved when state lawmakers repealed an extensive high-stakes testing policy. "I have trouble with politicians who have never been in a classroom, making these policies for kids," says Bostrom. "Kids (who) have test anxiety, and kids who are on the low end academically, are the ones who would struggle. (They would) get discouraged, and we probably would see more of them dropping out."

11 Echoing Bostrom's concern, researchers from the National Board on Educational Testing and Public Policy (NBETPP) found that in 1986, nine of the ten states with the highest dropout rates used high-stakes testing, while none of the ten states with the lowest dropout rates used high-stakes tests.

12 In response to the rise in high-stakes testing, more organizations are taking a critical stance. In recent years, resolutions and policy statements have been adopted by, among others, the American Educational Research Association, National Council for the Teachers of English, National Education Association, National Council for the Teachers of Mathematics, and National PTA. In a January 2001 statement, Paul Houston, director of the American Association of School Administrators, made his organization's position on the dangers of high-stakes testing clear. "Only on *Who Wants To Be a Millionaire?* can people rise to the top by rote memorization and answers to multiple-choice questions. The final answer to improving education is more than memorizing facts for a multiple-choice test. Children today need critical-thinking skills, creativity, perseverance, and integrity -- qualities not measured on a standardized test." Source: In partnership with National PTA. Adapted from "High-Stakes Testing" in National PTA's *Our Children* magazine.

Read more on FamilyEducation: <http://school.familyeducation.com/educational-testing/teaching-methods/37500.html?page=2&detoured=1#ixzz1AMT24KmC>

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA
Tests Specifications p. 23

In Scoring,
consider the
grid of
written
language

Score	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6
Content & Organization	<ul style="list-style-type: none"> • May lack opening and/or closing • Minimal response to topic; uncertain focus • No planning evident; disorganized 	<ul style="list-style-type: none"> • May lack opening and/or closing • Attempts to focus • May drift or shift focus • Attempts organization • Few, if any, transitions between ideas • Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> • May lack opening and/or closing • Usually has single focus • Some lapses or flaws in organization • May lack some transitions between ideas • Repetitious details • Several unelaborated details 	<ul style="list-style-type: none"> • Generally has opening and/or closing • Single focus • Ideas loosely connected • Transition evident • Uneven development of details • Some errors that do not interfere with meaning • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Opening and closing • Single focus • Sense of unity and coherence • Key ideas developed • Logical progression of ideas • Moderately fluent • Attempts compositional risks • Details appropriate and varied • Few errors 	<ul style="list-style-type: none"> • Opening and closing • Single, distinct focus • Unified and coherent • Well-developed • Logical progression of ideas • Fluent, cohesive • Compositional risks successful • Details effective, vivid, explicit, and/or pertinent • Very few, if any, errors • Very few, if any, errors
Usage	<ul style="list-style-type: none"> • No apparent control • Severe/ numerous errors 	<ul style="list-style-type: none"> • Numerous errors 	<ul style="list-style-type: none"> • Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> • Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> • Excessive monotony/ same structure • Numerous errors 	<ul style="list-style-type: none"> • Little variety in syntax • Some errors 	<ul style="list-style-type: none"> • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> • Errors so severe they detract from meaning 	<ul style="list-style-type: none"> • Numerous serious errors 	<ul style="list-style-type: none"> • Patterns of errors evident 	<ul style="list-style-type: none"> • No consistent pattern of errors • Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> • Few errors 	<ul style="list-style-type: none"> • Very few, if any, errors

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA –
Tests Specifications p. 23

Content & Organization	<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information
Usage	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers
Sentence Construction	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction
Mechanics	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

Non-Scorable Responses

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

WRITING SITUATION

A frequently debated issue is whether or not violence in the media including video games, movies, songs, etc. has negative effects on young adults. Some people believe that there is a need for censorship and the elimination of many products while others believe it is unnecessary to ban potentially violent media and media products. Your school newspaper decided to devote an upcoming issue to this controversial topic.

You decide to write a letter to the editor of your school newspaper expressing your views about the effects of violence in the media.

WRITING TASK

Write a letter to the editor of your school newspaper with supporting or opposing whether violence in the media has negative effects on young adults. Support your position with reasons, examples, facts, and/or other evidence. Convince your readers to take your position seriously.

Example 1

Dear Editor,

I am writing to you in response of your controversy over the effect of violence in the media on young adults. Every ones views on such a matter of course are going to vary.

People are using violence on T.V. and such in many different way, most use it for action however some use it as a way to get people to laugh. My personal opinion varies When in action movies or tv shows I believe there's nothing wrong with it. They show it in such ways a self-defense or catching the bad guy and if the vilin type of character hurting or killing people he often gets caught in the end and are punished for what they have done.

However in such shows like MTVs Jacka--, its used for comedy. You have a few different people hurting themselves and what not to get a laugh. Those types of show do have a negative effect, However, humorous to most. The negative effects show too. There is plenty of evidence. Many times have news reports told everyone about stories of young adults in the hospital for trying to either do our out do something they saw on the show.

Now in songs I believe it's a little different. Writers write about violence and such but I don't think it really has much effect on young adults. The censory and Parent Advismment is smart for younger children, but I also believe parent over exaggerate the problem a little too much in fear.

Writing about such a topic is a little difficult to do along with the fact of the many opinions. It's almost something there is little you can do about. I suggest you take every opinion you can and study over them carefully before writing your article on this controversial issue.

Sincerely,

Example 2

Dear Editor,

I am writing this letter to you so that I can voice my opinion in the school newspaper's upcoming issue on censoring media containing violence.

I personally think the idea of censoring the media is ridiculous. I don't believe that video games, movies, or songs induce violent behavior. Since the beginning of humanity violence has always been a problem however I find it hard to believe that Cain killed Abel because of the violent video games he just played, the graphic video he had watched, or the contents of his favorite song he had been listening to. Violence is natural part of life and just because a young adult sees or hears something in the media doesn't mean that he/she will go run out and do the same thing.

Secondly, censorship of the media would violate people's First Amendment rights. The banning of such material would clearly violate our Constitution which has shaped this country. If someone succeeds in censoring music, video games, or movies, is it so preposterous that the next step may lead to the censoring of newspapers, news programs, and magazines. Such an action would crush our democratic union as we know it.

Additionally many violent movies, songs, and video games are simulations of events occurring in the real world. Much of this media is based on war and violence between various groups. I find it hard to believe that a war can be started by violence said or heard in the media. Media is not the source of violence anywhere, it is our own human nature.

The way I see it, it is that listening to music causes young adults to be more creative and for a young adult to watch a movie or play a video game will keep them off the streets where violence occurs, so this so called "violent creating" media may actually be reducing the very thing it is accused of provoking.

Sincerely,

Parents at your school want to stop students from working in after-school jobs. They believe that working after school affects a student's academic performance. Do you agree or disagree with this viewpoint? Write a letter to all the parents in which you persuade them to agree with your opinion.

1. What am I being asked to write?
2. Who is my audience?
3. What is my purpose?

Position

Reason 1

Reason 2

Reason 3

Fact/Example

Fact/Example

Fact/Example

1

Root Words, Prefixes, and Suffixes

CCCS: 3.1.F.2

Getting the Idea

A **root word** is the simplest form of a word that can stand alone and has meaning. The words *social*, *marine*, and *war* are examples of root words.

An **affix** is a word part added to the beginning or end of a root word to make a new word with a new meaning. A **prefix** is added to the beginning of a root word to change the word's meaning.

Prefix	Meaning	Example
anti-	against	antiviral
de-	do the opposite of	deactivate
post-	after	post-game
re-	again	readjust
sub-	under	sub-par
un-	not	unaccommodating

A **suffix** is added to the end of a root word to change the word's meaning.

Suffix	Meaning	Example
-ation	action or process	discoloration
-ed	past tense	resided
-en	cause to be	sharpen
-ism	belief system	capitalism
-ry	act, art, practice, or profession of	carpentry

The chart below shows how complex words are built from prefixes, root words, and suffixes:

Prefix	Root Word	Suffix	New Word	Meaning
anti-	social	—	antisocial	against society
sub-	marine	—	submarine	under the sea
post-	modern	-ism	postmodernism	belief system relating to an era after a modern one

Coached Example

DIRECTIONS

Read the passage and answer the questions that follow. The hints can help you find the correct answers.

Working at the Bookstore

Leah walked into the bookstore and went to the dark, subterranean employee lounge, where she stored her backpack and put on her nametag. She located a cart of books to restock and wheeled them out into the store. She spent the better part of the morning emptying the cart, and found the monotony and quiet soothing.

Thinking It Through

1. The author states, "Leah walked into the bookstore and went to the dark, subterranean employee lounge, where she stored her backpack and put on her nametag." What does the word *subterranean* mean as used in this sentence?
 - A. employee-only
 - B. after hours
 - C. underwater
 - D. underground

HINT

The root word *terra* means "earth."

2. The author states, "She located a cart of books to restock and wheeled them out into the store." What is the meaning of the word *restock* as used in this sentence?
 - A. to stock under
 - B. to stock again
 - C. to stock between
 - D. not stocked

HINT

The word *restock* has the prefix *re-*.

Lesson Practice

Coached Reading

DIRECTIONS

Read the following passage and answer the questions that follow. As you are reading, identify root words, prefixes, and suffixes.

Thurgood Marshall

- 1 Thurgood Marshall was born in Baltimore, Maryland, on July 2, 1908. His birth name was Thoroughgood, but in his youth he shortened the name. He attended college at Lincoln University, in Chester, Pennsylvania. His parents urged him to study dentistry, but while in college, Marshall developed a love for debating that led him in the direction of law.
- 2 He had always been aware of racism, and he felt that through the law, he could work on civil rights issues, protecting the rights of blacks in the United States. In 1929, Marshall married Vivian Burey, and in 1933, he graduated from Howard University Law School. In 1936, Marshall began working for the National Association for the Advancement of Colored People (NAACP). By 1940, he was director of the organization's Legal Defense Fund, and continued to work on cases to end segregation and unfair treatment of blacks.
- 3 A hallmark of Marshall's career was the *Brown v. Board of Education* case, which was decided by the U.S. Supreme Court in 1954. The Court agreed that separate was not equal in public education. By winning this case, Marshall was responsible for the desegregation of U.S. public schools.
- 4 In 1961, President John F. Kennedy appointed Marshall as a judge of the U.S. Court of Appeals, a federal position held for life. Marshall was named Solicitor General by President Lyndon B. Johnson in 1965. Then, in 1967, President Johnson nominated Marshall as Associate Justice on the U.S. Supreme Court. This position is granted to few—the court has only nine seats, and the justices serve for life. Marshall became the first black justice to serve on the nation's highest court. Marshall retired from the Court in 1991, and died in 1993.

Reading Guide

Does the word *shortened* contain more than one suffix? What is the root word?

What is the root word in the word *organization*?

How would the meaning of the word *decided* change if the prefix *un-* was added?

Independent Practice

DIRECTIONS

Use the Coached Reading passage to answer the following questions. Circle the letter beside the correct answer.

1. A dentist is a doctor who takes care of teeth. The word *dentistry* means
 - A. after the dentist.
 - B. the belief of a dentist.
 - C. the profession of a dentist.
 - D. without a dentist.
2. As used in this passage, what does *racism* mean?
 - A. the ability to discern races
 - B. capable of racing
 - C. study of race
 - D. discrimination based on race
3. The author states, "By 1940, he was director of the organization's Legal Defense Fund, and continued to work on cases to end segregation and unfair treatment of blacks." What is the root word in *unfair*?
 - A. un
 - B. far
 - C. fair
 - D. air
4. The author states, "By winning this case, Marshall was responsible for the desegregation of U.S. public schools." As used in this passage, what does *desegregation* mean?
 - A. to undo segregation
 - B. to segregate again
 - C. to segregate two times
 - D. to enforce segregation

Saturday Academy

Cycle 2

Language Arts

February 5, 2011

Socratic Seminar: *Some Employers Request SAT Scores* (Facts on File)

HSPA Lesson: *Specialized Vocabulary and Reading Narrative Text*

Persuasive Essay: Rough Draft

Study Island Independent Practice

Issue Date: **March 12, 2004**

Some Employers Request SAT Scores (sidebar)

As the U.S. job market has experienced fitful growth in the past few years, the limited number of new jobs available to high school and college graduates has increased the level of competition among applicants. In an effort to more effectively search for qualified candidates, some employers have made a controversial decision to require that job-seekers submit their SAT scores as part of the application process. While some have defended this practice, others have adamantly come out against it.

Standardized tests such as the SAT are designed to measure a students' reasoning skills, and are traditionally associated with the college admissions process. However, some employers contend that high school test scores serve as a reliable indicator of how an applicant might perform in the workplace. Alan Sage, vice president of Configuresoft Inc., a Colorado-based software company, asserts that impressive standardized test scores often show that a candidate will perform well on the job. "In my experience, people with high SAT scores tend to do better [in the workplace]," he says.

On the other hand, many job-seekers and some employers contend that standardized test scores should not be considered relevant criteria for judging the suitability of job applicants. While exam scores may help predict academic success in college, critics assert, they generally are a poor indicator of what type of worker someone will be. The SAT "is not designed to measure job performance, and the kind of person who performs well on the SATs is not necessarily the kind of person who will perform well sitting at their desks," says Seppy Basili, vice president of test-prep company Kaplan Inc.

Some worry that if employers insist on seeing an applicants' standardized test scores, many otherwise capable job-seekers who happened to perform poorly on the exam in high school will be unfairly excluded. Jozef Hand-Boniakowski, a former schoolteacher who took the SAT in the 1960s, points to his own experiences in arguing against SAT scores as a basis for employment.

"If the SAT had been used as hiring criteria during my almost 40 years of continuous successful employment, I would have been discarded into the dustbin of the not-worthy-enough to be hired," Hand-Boniakowski comments. "Nothing succeeds like success, and nothing fails more than not having the opportunity to succeed. This is what mandatory SAT testing of potential employees will accomplish."

Donna Chan, a recent college graduate and part-time paralegal in New York City, laments the trend of companies asking for standardized test scores. She points out that many people change in college, adding that high school exam results do not necessarily reflect one's intellectual abilities. Chan contends that the SAT and other standardized tests belong in the realm of college admissions only. "That's something high school kids have to worry about," she says.

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Modern Language Association (MLA)

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For further information see [Citing Sources in MLA Style](#).

Facts On File News Services' automatically generated MLA citations have been updated according to the *MLA Handbook for Writers of Research Papers*, 7th edition.

American Psychological Association (APA)

Citation format:

The title of the article. (Year, Month Day). *Issues & Controversies On File*. Retrieved Month Day, Year, from *Issues & Controversies* database.

See the [American Psychological Association \(APA\) Style Guide](#) for more information on citing in APA style.

Reading Narrative Text

Directions: You will read a narrative passage and then respond to the multiple-choice and open-ended questions about the reading.

A Long, Cold Wait

Sarah took off her gloves; cupped her hands together and blew on her frozen fingers in an attempt to warm them. This was not a ski club membership; this was trudging through the elements in an attempt to make it back alive. She could barely make out her father's red parka as he trekked along the road ahead of her. Although she could not see beyond her father, she knew Matt was still up ahead, up there somewhere, leading them onward.

Matt was always so self assured, always so vehement about proving himself. Matt respected, revered, and idolized their father. Sarah did too in her own way, but it affected her brother much more. As he got older he always felt phenomenal pressure to prove to his family that he was just as much of a man as their father. Matt came up with the plan to walk four miles back to town after the battery died in their pick-up truck. Matt's plan was to go it alone to spare their dad the trip, but their father insisted that they all go together.

Sarah tried to push the memory of her father's recent heart attack out of her head, but it was impossible. The snow, ice, and cold chill were relatively pedestrian by comparison. It had been so sudden, so harrowing; it caught the whole family unguarded and unprepared. One moment he was jogging with Matt, the very next he was in cardiac arrest, on the ground, clutching at his chest.

Luckily a passing motorist had stopped a few minutes later and rushed their father to the hospital. Sarah shivered more from the memory than from the biting cold. They had been walking forever, or so it seemed, and she had lost the energy to check her wrist watch again.

After the first hour had passed, Sarah had stopped trying or wanting to know how close they were coming to nightfall. She wondered how they would fare walking in the darkness, especially in heavy snow with automobiles speeding up and down a treacherous roadway. Why didn't a plow go by, a police cruiser, some kind of public works vehicle—anyone or anything they could ask for help? Sarah glanced up ahead at her father again and recalled that he seemed farther away last time. Was he slowing down? She hoped with everything in her that they would make it back safely.

1. The author states, "This was not a ski club membership; this was trudging through the elements in an attempt to make it back alive." What is the root word in **membership**?
 - A. ship
 - B. ember
 - C. members
 - D. member
2. The author states "As he got older he always felt phenomenal pressure to prove to his family that he was just as much of a man as their father." What is an antonym for the word **phenomenal**?
 - A. cerebral
 - B. emotional
 - C. extraordinary
 - D. ordinary

3. Look at the dictionary entry below.

Main Entry: **har-row**

Pronunciation: hah-row

Function: *transitive verb*

Etymology: Middle English *harwen*, from Old English *hergian*

archaic: pillage, plunder 1: to cultivate with a harrow 2: to torment or vex

As used in paragraph 3, **harrowing** means

- A. pillaging.
 - B. plundering.
 - C. tormenting.
 - D. cultivating.
4. **Rememorari** is a Latin word meaning "recall to mind." As used in paragraph 5, **recalled** means
 - A. remembered.
 - B. rescinded.
 - C. forgot.
 - D. called again.

5. In paragraph 6, the author states, "She wondered how they would fare walking in the darkness, especially in heavy snow with automobiles speeding up and down a treacherous roadway."

- What meanings does the author intend for the words **fare** and **treacherous**?

Use resource books to define these words in the context that the author has used them. Use your knowledge of root words, word origins, and context. Write your answer on a separate sheet of paper.

2

Specialized Vocabulary

CCCSs: 3.1.F.1, 3.1.F.3

Getting the Idea

Specialized vocabulary is used to communicate effectively and specifically in professional industries and areas of study or interest. Science researchers, medical doctors, musicians, and stamp collectors all use specialized vocabulary.

Specialized Vocabulary

Industry/Hobby	Word	Meaning
science	paleolithic	ancient
medical	reflux	moving backwards in the esophagus
music	bridge	1. transitional passage in a song 2. part that secures strings to the body of a stringed instrument
collecting	mint	perfect condition

Many specialized vocabulary words come from Greek and Latin origins. These word origins influence a word's usage and meaning. *Paleo* is a Greek root meaning "ancient." *Astro* is a Latin root meaning "stars." *Astron* is Greek for "stars." *Botan* is Latin for "plants."

A word can be related to another word by meaning, sound, or spelling. **Synonyms** have similar meanings (beautiful/gorgeous). **Antonyms** have opposite meanings (beautiful/grotesque). **Homonyms** are spelled and pronounced the same but have different meanings. The word *mine* denotes possession of an item but also refers to excavating the ground in search of minerals. **Homophones** are pronounced the same but have different spellings and meanings (carat/carrot).

Context refers to the words or phrases surrounding an unfamiliar word. Historical context shows that the word *site* in a text from 1957 refers to a physical location and not a page on the World Wide Web. Literary context requires one to analyze the phrases surrounding a new word to determine the meaning of the new word.

Coached Example

DIRECTIONS

Read the passage and answer the questions that follow. The hints can help you find the correct answers.

Sally had to create a presentation about a career she wanted to pursue. She had narrowed her choices down to paleontology and botany and was trying to decide which one she would enjoy more. Sally had always been fascinated by dinosaurs, and fossils of all kinds were extremely interesting to her. The study of bones brought a better understanding to ancient eras, and she could imagine herself happily employed as a paleontologist. Botany was another one of her favorite topics. She had always been interested in plants and flowers, and this would give her a chance to talk about them. If she worked hard at it, maybe she could get a job researching plants and flowers some day.

Thinking It Through

1. As used in the passage, what does *paleontology* mean?
 - A. the study of mammals
 - B. the study of fossils
 - C. the study of careers
 - D. the study of anatomy

HINT *Paleo* is a Greek root meaning "ancient."

2. As used in the passage, the word *botany* means
 - A. eating too much.
 - B. vegetarian.
 - C. the study of animals.
 - D. the study of plants.

HINT Use context clues to answer the question.

Lesson Practice

Coached Reading

DIRECTIONS

Read the passage below and answer the questions that follow. As you are reading, take special note of the specialized vocabulary.

Laws of Nature

Reading Guide

Universal Laws

- 1 Based on scientific evidence, certain relationships in the natural world have been shown to be predictable, reproducible, and invariable. In other words, under the same conditions, certain relationships have been shown to exist in the same ways everywhere.

Physical Laws

- 2 A physical law is a generalization that describes the behavior of mass, energy, forces, or a relationship between any combinations of these. It is based on repeated observations and/or experimentation that produce the same results and conclusions. In the absence of evidence to the contrary, physical laws are assumed by scientists to apply to all parts of the universe.
- 3 However, scientists constantly seek to discover such contrary evidence, as they test the validity of physical laws. As a matter of fact, skepticism is one quality of a serious scientist. Every scientific idea is capable of refutation through observation or experimentation.
- 4 A physical law is usually a simple statement of a relationship. Such a statement is often provided in the form of a mathematical equation. For example, Isaac Newton's universal law of gravitation can be expressed in a simple and clear statement as follows:
- 5 The gravitational force of attraction between two objects is directly proportional to the product of their masses and inversely proportional to the square of the distance between them. In other words, as the masses of the objects increase, the gravitational force between them increases. They are drawn toward each other with greater force. But as the distance between them increases, they are drawn toward each other with less force. The universal law of gravitation is considered to be universal since there is no evidence to refute its application anywhere in the universe.

What does the word *contrary* mean based on its context in the passage?

What other words are based on the root word *evident*?

Does *inverse* mean the opposite of *verse*?

Independent Practice

DIRECTIONS

Use the Coached Reading passage to answer the following questions. Circle the letter beside the correct answer.

- As used in the passage, what does *invariable* mean?
 - random
 - impossible
 - unchanging
 - varied
- Skeptical* is a Latin word meaning "to look, consider." As used in paragraph 3, which word means the opposite of *skepticism*?
 - disbelief
 - faith
 - nihilism
 - agnosticism
- Gravitas* has a Latin origin and means "weight, heaviness, pressure." As used in paragraph 4, *gravitation* means
 - a measure of distance and time.
 - a measure of mass and density.
 - a measure of energy and distance.
 - a measure of time and energy.
- As used in paragraph 5, what does *refute* mean?
 - study
 - believe
 - prove
 - disprove

HSPA PACKET REFERENCE SHEET

Synonyms and Antonyms

- A **synonym** is a word that has the same or nearly the same meaning as one or more words.
 - Examples: reply-answer talk-speak
- An **antonym** is a word that has the opposite meaning of another word.
 - Examples: old-new bad-good

Homonyms

- A **homonym** is a word that sounds the same as another word but has a different spelling and a different meaning.
 - Examples: aisle- I'll- isle flower-flour

Homographs

- A **homograph** is a word that has the same spelling as another word but a different meaning and sometimes a different pronunciation.
 - Example: saw meaning "having seen," and saw meaning "a tool used for cutting"

Prefixes

- A **prefix** added to the beginning of a base word changes the meaning of the word.
 - Example: dis-, meaning "opposite of" + the base word appear = disappear, meaning "the opposite of appear"
 - Example:

prefix	meaning	prefix	meaning
In-	not	re-	again
Dis-	not	fore-	before
Un-	not	pre-	before
Trans-	across	mis-	wrong
		With-	from, against

Suffixes

- A **suffix** added to the end of a base word changes the meaning of the word.
 - Example: -less, meaning "without," + the base word worth = worthless, meaning "without worth"

Examples:	suffix	meaning	suffix	meaning
	-less	without	-ist	one skilled in
	-ish	of the nature of	-tion	art of
	-ous	full of	-ful	full of
	-en	to make	-al	pertaining to
	-hood	state of being	-able	able to be
	-ward	in the direction of	-ible	able to be
	-ness	quality of		

- Sometimes you need to change the spelling of the base word when a suffix is added.
 - Example: happy - happiness

Contractions

- A **contraction** is a word formed by joining two other words.
- An **apostrophe** shows where a letter or letters have been omitted.
 - Example: had not = hadn't
- Won't is an exception.
 - Example: will not = won't

Compound Words

- A **compound word** is a word that is made up of two or more words. The meaning of many compound words is related to the meaning of each individual word.
 - Example: blue + berry = blueberry, meaning "a type of berry that is blue in color"
- Compound words may be written as one word, as hyphenated words, or as two separate words. Always check a dictionary.

Connotation/Denotation

- The **denotation** of a word is its exact meaning as stated in the dictionary.
 - Example: The denotation of stingy is "ungenerous" and "miserly."
- The **connotation** of a word is an added meaning that suggests something positive or negative.
 - Examples: Negative: Stingy suggests "ungenerous." Stingy has a negative connotation.
Positive: Economical suggests "efficient" and "careful."
Economical has a positive connotation.
- Some words are neutral. They do not suggest either good or bad feelings.
 - Examples: garage, kitchen, roof

Idioms

- An idiom is an expression that has a meaning different from the usual meanings of the individual words within it.
 - Example: Lit a fire under me means "got me going," not "burned me."

Sentence

- A sentence is a group of words that expresses a complete thought.
 - Example: We found a deserted cabin at the top of the hill.

Types of Sentences

- A **declarative sentence** makes a statement. It is followed by a period (.).
- Example: Alicia is my cousin.
- An **interrogative sentence** asks a question. It is followed by a question mark (?).
- Example: Where are you going?
- An **imperative sentence** expresses a command or request. It is followed by a period (.).
- Example: Close the door.
- An **exclamatory sentence** expresses strong emotion. It can also express a command or request that is made with great excitement. It is followed by an exclamation mark (!).
- Example: How you frightened me! Look at that accident!

Complete Subjects and Predicates

- Every sentence has two main parts, a **complete subject** and a **complete predicate**.
- The complete subject includes all the words that tell who or what the sentence is about.
 - Example: **All chickadees**/hunt insect eggs.
- The complete predicate includes all the words that state the action or condition of the subject.
 - Example: All chickadees/ **hunt insect eggs**.

Simple Subjects and Predicates

- The simple subject of a sentence is the main word in the complete subject. The simple subject is a noun or a pronoun. Sometimes the simple subject is also the complete subject.
 - Examples: Our **car**/swayed in the strong winds. **Cars**/ sway in the strong wind.
- The simple predicate of a sentence is a verb within the complete predicate. The simple predicate may be made up of one or more than one word.
 - Examples: Our car/ **swayed**. The wind/ **was blowing** hard.

Positions of Subjects

- When the subject of a sentence comes before the verb, the sentence is in **natural order**.
 - Example: **Maria** went home.
- When the verb or part of the verb comes before the subject, the sentence is in inverted order.
 - Examples: On the branch were two **birds**. There are four **children** in my family. Here is my **friend**.
- Many questions are in inverted order.
 - Example: Where is Jim?
- Sometimes the subject of a sentence is not expressed, as in a command or request. The understood subject is **you**.
 - Examples: **You** bring the sandwiches. (**You**) bring the sandwiches.

Compound Subjects and Predicates

- A **compound subject** is made up of two or more simple subjects.
 - Example: **Henry and Tanya**/are tall people.
- A **compound predicate** is made up of two or more simple predicates.
 - Example: Joseph/ **dances and sings**.

Combining Sentences

- Two sentences in which the subjects are different and the predicates are the same can be combined into one sentence. The two subjects are joined by **AND**.
 - Example: **Hurricanes** are storms. **Tornadoes** are storms. **Hurricanes and tornadoes** are storms.
- Two sentences in which the subjects are the same and the predicates are different can be combined into one sentence. The two predicates may be joined by **or**, **and**, or **but**.
 - Example: Hurricanes **begin over tropical oceans**. Hurricanes **move inland**.
Hurricanes **begin over tropical oceans and move inland**.

Direct and Indirect Objects

- The **direct object** tells who or what receives the action of the verb. The direct object is a noun or pronoun that follows an action verb.
 - Example: You told the **truth**. ← DO
- The **indirect object** is the noun or pronoun that tells to whom or for whom an action is done. In order to have an indirect object, a sentence must have a direct object.
- The indirect object is usually placed between the action verb and the direct object.
 - Example: Who sold **you** that fantastic **bike**?

IO

DO

Independent and Subordinate Clauses

- A **clause** is a group of words that contains a subject and a predicate. There are two kinds of clauses: **independent clauses** and **subordinate clauses**.
- An independent clause can stand alone as a sentence because it expresses a complete thought.
 - Example: **The students came in** when the bell rang. **The students came in.**
- A **subordinate clause** has a subject and a predicate but cannot stand alone as a sentence because it does not express a complete thought. A subordinate clause must be combined with an independent clause to make a sentence.
 - Example: The stamp **that I bought** was already in my collection.
 - ~~That I bought.~~ = Not a complete thought

Adjective Clauses

- An **adjective clause** is a subordinate clause that modifies a noun or a pronoun. It answers the adjective question Which one? or What kind?. It usually modifies the word directly preceding it. Most adjective clauses begin with a relative pronoun. A **relative pronoun** relates an adjective clause to the noun or pronoun that the clause modifies. Who, whose, which, and that are relative pronouns.
 - Example: The coat **that I bought** was on sale.
noun adjective clause

Adverb Clauses

- An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or another adverb. It answers the adverb question How? Under what condition? or Why? Words that introduce adverb clauses are called **subordinate conjunctions**. The many subordinating conjunctions include such words as when, after, before, since, although, and because.
 - Example: I finished **before the bell rang**.

Adverb clause

Simple and Compound Sentences

- A simple sentence contains only one independent clause. The subject, the predicate, or both may be the compound.
 - Examples: The courthouse/is the oldest building in town. Gale and Louise/are making costumes and dressing up.
- A compound sentence consists of two or more independent clauses. Each independent clause in a compound sentence can stand alone as a separate sentence. The independent clauses are usually joined by and, but, so, or, for, or yet and a comma.
 - Example: Jack brought the chairs, but Mary forgot the extra table.
- Sometimes a semicolon (;) is used to join two independent clauses in a compound sentence.
 - Example: The music started; the dance had begun.

Complex Sentences

- A complex sentence contains one independent clause and one or more subordinate clauses.
 - Example: The person **who helps me carry these** gets some dessert.
Subordinate clause

Correcting Run-on Sentences

- Two or more independent clauses that are run together without the correct punctuation are called a run-on sentences.
 - Example: The music was deafening I turned down the volume.
- One way to correct a run-on sentence is to separate it into two sentences.
 - Example: The music was deafening. I turned down the volume.
- Another way to correct a run-on sentence is to make it into a compound sentence.
 - Example: The music was deafening, so I turned down the volume.
- Another way to correct a run-on sentence is to use a semicolon.
 - Example: The music is deafening; I turned the volume down.

Expanding Sentences

- Sentences can be **expanded** by adding details to make them clearer and more interesting.
 - Example: The audience laughed. The **excited** audience **in the theater** laughed **loudly**.
- Details added to sentences may answer these questions: When? Where? How? How often? To what degree? What kind? Which? How many?

Lesson

5

Main Idea and Supporting Details

CCCSs: 3.1.G.1, 3.1.G.9, 3.1.G.10, 3.2.B.3, 3.2.C.5

Getting the Idea

A **main idea** or **thesis statement** is the primary message an author conveys with a passage. Main ideas are contained in a topic sentence and are essential information. A **topic sentence** connects all the ideas in a paragraph.

*Jill is very sick. She caught a cold after going outside with wet her hair.
She is coughing and sneezing.*

Jill is very sick is the main idea.

Sometimes a topic sentence can be buried in the middle or at the end of a paragraph.

Jill is coughing and sneezing. She caught a cold after going outside with wet hair. Jill is very sick.

Jill is very sick is still the main idea and topic sentence. In this case, the supporting details come first.

A **supporting detail** strengthens the main idea or thesis. The supporting details explain what type of sickness Jill has, how she got sick, and what symptoms she has.

Essential information supports the main idea. **Nonessential information** and **extraneous details** can be taken out of a passage without compromising the main idea.

Coached Example

DIRECTIONS

Read the passage and answer the questions that follow. The hints can help you find the correct answers.

The toothbrush, an important tool that most of us take for granted, has a long history dating back to 15th-century China. The Chinese then made tiny brushes with the bristly hairs from cold-climate pigs. They used the pig-hair brushes to clean their teeth. Toothbrushes began to be mass-produced in the U.S. in 1885, and the first nylon-bristled brushes came onto the market in 1938. Later, in 1960, the electric toothbrush was invented. Today, we can buy toothbrushes with interchangeable heads, folding travel toothbrushes, and other modern dental equipment designed to help keep our teeth clean and our breath fresh.

Thinking It Through

1. What is the main idea of the passage?
 - A. The toothbrush dates back to 15th-century China.
 - B. The electric toothbrush was invented in 1960.
 - C. People take the toothbrush for granted.
 - D. The toothbrush has a long history.
2. Which supporting detail strengthens the argument of the main idea in this passage?
 - A. Today you can buy lots of modern dental equipment.
 - B. The toothbrush is an important tool that most of us take for granted.
 - C. The first toothbrushes were made in 15th-century China.
 - D. Folding travel toothbrushes are available in many stores.

HINT

Look to the topic sentence to find the main idea.

HINT

Only one of these details alludes to history.

Lesson Practice

Coached Reading

DIRECTIONS

Read the passage and answer the questions that follow. As you are reading, look for main ideas and supporting details.

- 1 There have been many different forms of government throughout the world. Democracies, monarchies, anarchies, dictatorships, and oligarchies have all served as a form of government. Democracies, monarchies, and dictatorships are the most common forms of government in the world today.
- 2 The United States is ruled by a democracy, a government in which the supreme power is vested in, and exercised by, the people. The United States has a democratic republic form of democracy, which means that the people vote for leaders, who are then charged with representing them and exercising their will in government. Elected officials in our country serve for limited terms, and they can be unseated when it is the people's will that they be removed.
- 3 A monarchy is a government ruled by a king or queen. Monarchies are not as useful as democracies. In a monarchy, the leader is generally a relative of the previous leader, most often a child, although siblings, cousins, and those who marry into the royal family may also obtain power. When a king or queen takes power, it is generally for life. The ruler's authority may be absolute, meaning total control of the government, or nominal, meaning he or she is little more than a figurehead (a leader in name only). Australia, the Bahamas, Belgium, Canada, Cambodia, Japan, Spain, and the United Kingdom are among the world's monarchies.
- 4 A dictatorship is a government ruled by one individual with absolute control. All dictators are corrupt. They generally come to power through conquest, political maneuvering, and/or military power. The term of rule for a dictator is indefinite. A dictator might take power and lead a nation for the rest of his or her lifetime. On the other hand, a dictatorship may end quickly if there is an uprising, a war, or some other event that causes the dictator to cede control.
- 5 There have been numerous monarchies and dictatorships throughout history, but far fewer exist now than ever before. Democracy offers the most stable form of government. It inherently allows itself to be changed over time, as the will of the people changes.

Reading Guide

What is a democracy?

Does paragraph 3 contain any extraneous information?

Does the concluding paragraph restate the main idea?

Independent Practice

DIRECTIONS

Use the Coached Reading passage to answer the following questions. Circle the letter beside the correct answer.

1. What is the main idea of the passage?
 - A. The United States is ruled by a democracy.
 - B. The term of rule for a dictator is indefinite.
 - C. When a king or queen takes power, it is generally for life.
 - D. There have been many different forms of government.
2. Which of the following is a supporting detail?
 - A. "There have been many different forms of government throughout the world."
 - B. "Democracy offers the most stable form of government."
 - C. "A dictatorship may end quickly if there is an uprising or war."
 - D. "Democracies, monarchies, and dictatorships are the most common forms of government."
3. Which title BEST fits the main idea?
 - A. Power Corrupts
 - B. World Governments
 - C. Democracy in the United States
 - D. Anarchies and Monarchies
4. Which detail BEST supports the main idea?
 - A. Democracy offers the most stable form of government.
 - B. All dictators are corrupt.
 - C. The United States is ruled by a democracy.
 - D. When a king or queen takes power, it is generally for life.

Saturday Academy

Cycle 2

Language Arts

February 12, 2011

HSPA Lesson: *Main Idea and Supporting Details*

Persuasive Essay: Revise Rough Draft & Self-Evaluate Final Draft using Rubric

Study Island Independent Practice

Lesson

5

Main Idea and Supporting Details

CCCSs: 3.1.G.1, 3.1.G.9, 3.1.G.10, 3.2.B.3, 3.2.C.5

Getting the Idea

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Essential information supports the main idea. **Nonessential information** and **extraneous details** can be taken out of a passage without compromising the main idea.

Coached Example

DIRECTIONS

Read the passage and answer the questions that follow. The hints can help you find the correct answers.

The toothbrush, an important tool that most of us take for granted, has a long history dating back to 15th-century China. The Chinese then made tiny brushes with the bristly hairs from cold-climate pigs. They used the pig-hair brushes to clean their teeth. Toothbrushes began to be mass-produced in the U.S. in 1885, and the first nylon-bristled brushes came onto the market in 1938. Later, in 1960, the electric toothbrush was invented. Today, we can buy toothbrushes with interchangeable heads, folding travel toothbrushes, and other modern dental equipment designed to help keep our teeth clean and our breath fresh.

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 - A. Today you can buy lots of modern dental equipment.
 - B. The toothbrush is an important tool that most of us take for granted.
 - C. The first toothbrushes were made in 15th-century China.
 - D. Folding travel toothbrushes are available in many stores.

HINT

Look to the topic sentence to find the main idea.

HINT

Only one of these details alludes to history.

Lesson Practice

Coached Reading

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Read the passage and answer the questions that follow. As you are reading, look for main ideas and supporting details.

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- 5 There have been numerous monarchies and dictatorships throughout history, but far fewer exist now than ever before. Democracy offers the most stable form of government. It inherently allows itself to be changed over time, as the will of the people changes.

Reading Guide

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Does paragraph 3 contain any extraneous information?

Does the concluding paragraph restate the main idea?

Independent Practice

DIRECTIONS

Use the Coached Reading passage to answer the following questions. Circle the letter beside the correct answer.

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 - A. The United States is ruled by a democracy.
 - B. The term of rule for a dictator is indefinite.
 - C. When a king or queen takes power, it is generally for life.
 - D. There have been many different forms of government.
2. Which of the following is a supporting detail?
 - A. "There have been many different forms of government throughout the world."
 - B. "Democracy offers the most stable form of government."
 - C. "A dictatorship may end quickly if there is an uprising or war."
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New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA
Tests Specifications p. 23

In Scoring,
consider the
grid of
written
language

Score	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6
Content & Organization	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus No planning evident; disorganized Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus Attempts organization Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper Numerous errors Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus Some lapses or flaws in organization May lack some transitions between ideas Repetitious details Several unelaborated details Little variety in syntax Some errors Patterns of errors evident 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus Ideas loosely connected Transition evident Uneven development of details Some errors that do not interfere with meaning Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed Logical progression of ideas Moderately fluent Attempts compositional risks Few errors 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful Details effective, vivid, explicit, and/or pertinent Very few, if any, errors
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors



**New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA –
Tests Specifications p. 23**

Content & Organization	<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information
Usage	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/agreement • Word choice/meaning • Proper modifiers
Sentence Construction	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction
Mechanics	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

Non-Scorable Responses

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Assignment Title: Persuasive Essay**Date Due: Sat, Feb 26, 2011 at the end of the day****Assignment Status: Turned In**

Writing Prompt: Parents at your school want to stop students from working in after-school jobs. They believe that working after school affects a student's academic performance. Do you agree or disagree with this viewpoint? Write a letter to all the parents in which you persuade them to agree with your opinion.

Current Composition

Assignment Comments:
none

Score / Total: - / 6**Writing Composition:**

Dear Parents,

I disagree with the parents who want students not to have after school jobs. My three main reasons for disagreeing are; that it teaches responsibility, hard working, students earn money, it teaches money management and it teaches job experience.

After school jobs teaches students to be hard working and responsible. It teaches students to be hard working because when ur working at your job you have to work hard to get paid and to keep your job. It teaches responsibility because when the students come home from there job they have to do home work and they could be comeing home really late. They need responsibility to remember their home work after there job. Also they learn to be responsible because if the boss need you to put a certin amount of matrial in a box, you need to be trusted that you will do what you are told.

When you're older you want more things and the things you want get more expensive. Your parents want you to start buying your own things, so having a job will earn you money for the things you want. Also having a job will teach money management so you can save the money you make. Students need to earn money for a car and college because their parents are not going to pay for everything you want and need. You need money mangement so you can save your money for a car and college. Also you are going to need money mangement when your out of college and have your own house because you need to pay the bills. It teaches money management because the students made it so they don't want to spend it all because, they worked hard for the money.

You need job experience so you know what you are doing and so you know u have to work hard. If they had a pervius job they could put it on their resuma and increase their chances of a better job. If you didnt have any job expirence you might not work as hard as you can and u might lose your job. Job experience also goes along with time managemnt because they might give you something to do and u might only have a couple days to do it so you will need to know how to manage your time. If you didn't know how to manage your time you might not finish the assessment in time and you could be fired.

Now parents with the information I gave you, you now need to make the right choice which is to allow students to have after school jobs. It will help them in the long run and they wont ask you for money any more because they will have their own money. If they didn't have jobs they would ask you for money and they will need you to buy them a car. Also they will need you to pay for college, all there supplies and their books.

Sincerely;

JT Dzingleski

Previous Composition - Version 1**Assignment Comments:****Score / Total:** 1 / 6

If you use "you" in your letter, it should be referring to your readers, which are the parents, not the students!

Writing Composition (original):

Dear Parents,

I disagree with the parents who want students not to have after school jobs. My three main reasons for disagreeing are, that it teaches responsibility and hard working. It also helps students earn money and teaches money management. For my final reason it teaches job experience.

After school jobs teaches students to be hard working and teaches responsibility. It teaches to be hard working because when you're working at your job you have to work hard to get paid and to keep your job. It teaches responsibility because when the students come home from their job they have to do home work and they could be coming home really late. They need responsibility to remember their home work after their job.

When you're older you want more things and the things you want get more expensive. Your parents want you to start buying your own things, so having a job will earn you money for the things you want. Also having a job will teach money management so you can save the money you make. Students need to earn money for a car and college because their parents are not going to pay for everything you want and need. You need money management so you can save your money for a car and college. Also you are going to need money management when you're out of college and have your own house because you need to pay the bills.

You need job experience so you know what you are doing and so you know you have to work hard. If you didn't have any job experience you might not work as hard as you can and you might lose your job. Job experience also goes along with time management because they might give you something to do and you might only have a couple days to do it so you will need to know how to manage your time. If you didn't know how to manage your time you might not finish the assignment in time and you could be fired.

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Writing Composition (with teacher's comments):

Dear Parents,

I disagree with the parents who want students not to have after school jobs. My three main reasons for disagreeing are, that it teaches responsibility and hard working (You say that you have THREE reasons at the beginning of this sentence, but then only give ONE. Try combining these last three sentences into one so that all your reasons are in one sentence.). It also helps students earn money and teaches money management. For my final reason is it teaches job experience.

After school jobs teaches students to be hard working and responsible. It teaches students to be hard working because when you're working at your job you have to work hard to get paid and to keep your job. It teaches responsibility because when the students come home from

there job they have to do home work and they could be coming home really late. They need responsibility to remember their home work after their job. (true, but how are the students learning responsibility *while* they are working at the job?)

When you are older you want more things and the things you want get more expensive. Your parents want you to start buying your own things, so having a job will earn you money for the things you want. Also having a job will teach money management so you can save the money you make. Students need to earn money for a car and college because their parents are not going to pay for everything you want and need. You need money management so you can save your money for a car and college. Also you are going to need money management when you are out of college and have your own house because you need to pay the bills. (a job can give students money, but how does it teach them how to manage it?)

You need job experience so you know what you are doing and so you know you have to work hard (you already discussed working hard in your first body paragraph! what can a person specifically gain from job experience?). If you didn't have any job experience you might not work as hard as you can and you might lose your job. Job experience also goes along with time management because they might give you something to do and you might only have a couple days to do it so you will need to know how to manage your time. If you didn't know how to manage your time you might not finish the assignment in time and you could be fired.

Now parents with the information I gave you, you now need to choose to make the right choice which is to allow students to have after school jobs. It will help them in the long run and they won't ask you for money any more because they will have their own money. If they didn't have jobs they would ask you for money and they will need you to buy them a car. Also they will need you to pay for college, all their supplies and their books. (You are giving me more details in your conclusion when you need to be restating your three reasons.)

Parents at your school want to stop students from working in after-school jobs. They believe that working after school affects a student's academic performance. Do you agree or disagree with this viewpoint? Write a letter to all the parents in which you persuade them to agree with your opinion.

1. What am I being asked to write?
2. Who is my audience?
3. What is my purpose?

Position

Disagree - ~~I want to~~
have a job. ~~I want to~~

Reason 1

Teaches to be hard
working and
responsibility.

Reason 2

earn money
and
money management

Reason 3

Time management
and job experience.

Fact/Example

Fact/Example

Fact/Example

Saturday Academy

Cycle 2

Language Arts

February 26, 2011

HSPA Practice: *Reading Persuasive*

HSPA Lesson: *Commas and Personification*

Persuasive Essay: Revise Rough Draft & Self-Evaluate Final Draft using Rubric

Study Island Independent Practice

I Don't Like Green Eggs and Ham!

by Robert F. Kennedy Jr.

*Industrial farming isn't just bad for hogs, chickens and the environment.
It produces tasteless food.*

The Earth Pledge Foundation has asked Americans to consider, on Earth Day, the meaning of "sustainable cuisine." Arguably, the most sustainable food is the hot dog, since that's where all of the stuff that would otherwise go to waste ends up. It's like the Indians and the buffalo—they used everything. Buffalo hot dogs might be the best bet because, among all ungulates, buffalo use the prairies without destroying them. But most hot dogs are neither dogs nor buffalo but hogs, and, nowadays, that means industrial pork, which is one of the most unsustainable foods on earth.

North Carolina's hogs now outnumber its citizens and produce more fecal waste than all the people in California. Some industrial pork farms produce more sewage than America's largest cities. But while human waste must be treated, hog waste, similarly fetid and virulent, is simply dumped into the environment. Stadium-size warehouses shoehorn 100,000 sows into claustrophobic cages that hold them in one position for a lifetime over metal-grate floors. Below, aluminum culverts collect and channel their putrefying waste into 10-acre open-air pits three stories deep from which miasmal vapors choke surrounding communities and tens of millions of gallons of hog feces ooze into North Carolina's rivers.

Such practices have created a nightmare that seems like something out of science fiction—but in this case, the effect is all too real. In North Carolina, the festering effluent that escapes from industrial swine pens has given birth to *Pfiesteria piscicida*, a toxic microbe that thrives in the fecal marinade of North Carolina rivers. This tiny predator, which can morph into 24 forms depending on its prey species, inflicts pustulating lesions on fish whose flesh it dissolves with excreted toxins. The "cell from hell" has killed so many fish—a billion in one 1991 incident—that North Carolina used bulldozers to bury them beneath the rancid shores of the Neuse River and Pamlico Sound. Scientists strongly suspect that *Pfiesteria* causes brain damage and respiratory illness in humans who touch infected fish or water. Two years ago *Pfiesteria* sickened dozens of people, including fishermen, swimmers and state workers.

Industrial farming is also for the birds. Some corporate poultry farms crowd a million beakless chickens in cramped dark cages, soaking up antibiotics and laying their guts out for the duration of their miserable lives.

Corporate farming isn't just bad for chickens and hogs—and the environment. It is destroying family farms. According to *Sierra* magazine, billionaire chicken barons and billionaire hog tycoons have used their market power to drive a million family farmers out of business, including virtually every independent egg-and-broiler farmer in America. Each corporate farm puts 10 family farmers out of business. The same process of vertical integration has put the final nail in the coffin of Thomas Jefferson's vision of a democracy rooted in family-

owned freeholds. Industrial meat moguls site their stinking farms in the poorest communities and pay slave wages to their minuscule work force for performing one of the most dangerous and unhealthy jobs in America.

low wages,
poor conditions

Massive political contributions by billionaire agricultural barons allow them to evade laws that prohibit other Americans from polluting our waterways. Agricultural run-off now accounts for more than half of America's water pollution. Last year Pfiesteria outbreaks connected with wastes from industrial chicken factories forced the closure of two major tributaries of the Chesapeake Bay and threatened Maryland's vital shellfish industry. Drugs and hormones needed to keep confined animals alive and growing are mainly excreted with the wastes and now saturate local waterways. Such discharges foster the growth of the drug-resistant superbugs and threaten the disruption of human and animal endocrines.

polluting water
w/ waste,
drugs + hormones

Moreover, our pork and poultry are unsavory. Factory-raised pork is soft and bland. Corporate chicken is spongy. Americans have forgotten they're not supposed to be able to cut chicken with a fork.

bland-tasting food

- 8 Americans can still find networks of family farms and farmers who raise their animals to range free on grass pastures. They feed them natural feeds without steroids, subtherapeutic antibiotics, or other artificial growth promotants, and treat their animals with dignity and respect. These farmers bring tasty, premium-quality meat to customers while practicing the highest standards of husbandry and environmental stewardship.

Sustainable meats taste the best. This is a case where doing right means eating well. Like other Americans, I've reconciled myself to the idea that an animal's life has been sacrificed to bring me a meal of pork or chicken. However, industrial meat production—which subjects animals to a life of torture—has escalated the karmic costs beyond reconciliation.

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1. One of the author's intentions in writing this article was to promote
 - ☐ A. industrial farms.
 - ☐ B. family farms.
 - ☐ C. corporate farms.
 - ☐ D. factory farms.
2. In paragraph 2, what does the author mainly use to support his position?
 - ☐ A. comparisons
 - ☐ B. statistics
 - ☐ C. opinions
 - ☐ D. contrasts
3. As used in paragraph 2, the word **culverts** means
 - ☐ A. floors.
 - ☐ B. nets.
 - ☐ C. tubes.
 - ☐ D. warehouses.
4. The word **thrives** in paragraph 3 means
 - ☐ A. prospers.
 - ☐ B. kills.
 - ☐ C. dies.
 - ☐ D. survives.
5. When the author writes "According to Sierra magazine," in paragraph 5, he is
 - ☐ A. citing his source of information.
 - ☐ B. creating a comparison.
 - ☐ C. providing a transitional phrase.
 - ☐ D. introducing a direct quote.
6. The word **moguls** as it is used in paragraph 5 means
 - ☐ A. workers.
 - ☐ B. scientists.
 - ☐ C. hogs.
 - ☐ D. owners.
7. In paragraph 8, the author writes, "These farmers bring tasty, premium-quality meat to customers...." The word **these** in this sentence refers to
 - ☐ A. corporate farmers.
 - ☐ B. family farmers.
 - ☐ C. industrial farmers.
 - ☐ D. North Carolina's farmers.
8. The author implies that animals that are fed steroids, antibiotics and growth promotants
 - ☐ A. are still found on family farms.
 - ☐ B. are hard and do not taste good.
 - ☐ C. are usually sold only to the poorest communities.
 - ☐ D. cause brain damage and respiratory illness to humans.
9. According to the author, which of the following do the corporate farms NOT rely on?
 - ☐ A. political contributions
 - ☐ B. green pastures
 - ☐ C. cheap labor
 - ☐ D. market power
10. According to what the author writes in the last paragraph, he probably
 - ☐ A. still eats meats from industrial farms.
 - ☐ B. reads packaging labels before he buys meats.
 - ☐ C. is no longer a meat eater.
 - ☐ D. still doesn't check to see where his meat is coming from.

11. The author points out several problems caused by industrial farming and he makes it clear why he is so outspokenly against its methods.

- Use information from the article to support your response.

Use information from the article to support your response.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Saturday Academy

Language Arts HSPA

March 5, 2011

- Students will read “No Hunting Here, Please” by Denise D. Knight and answer comprehension questions.
- Students will complete Online Student Survey
- Students will complete Post Diagnostic Test on Study Island
- Students will work on various Language Arts skills using Study Island

No Hunting Here, Please

by Denise D. Knight

Armed intruders on our private property have shattered my husband's and my peace of mind.

Three years ago my husband and I built our dream house in the country. It was exhilarating. We blazed trails through the woods, dug ponds and placed birdhouses and feeders throughout our 143 acres. Our efforts were richly rewarded. We have watched blue herons wading in our ponds, turtles sunning on the shore and mallards swimming with their young. We have been visited by turkeys, opossums, coyotes, deer, skunks, raccoons, rabbits, foxes, and groundhogs. More than 5 varieties of birds have dined at our feeders, from the tiny ruby-throated hummingbird to the exotic ring-necked pheasant. Friends who spent a week with us last summer christened our place "Shangri-La."

During our first autumn in the country, we placed NO HUNTING signs around our property to discourage trespassers, then hoped for the best. Deer-hunting season in mid-November brought a measurable increase in traffic on our seldom-traveled road. Cars and trucks filled with orange-and camouflage-attired hunters crept slowly by. Those who stopped to ask us permission to hunt were turned away disappointed. Before long, things took a turn for the worse. Our closest neighbors were relaxing in their living room one quiet Sunday when a bullet shattered their window and dropped to the floor. Police investigators traced the slug to the rifle of a hunter on an adjacent property. While he was more than 500 feet away from the residence—the minimum distance required by New York state law—his ammunition was powerful enough to travel more than 1,000 feet.

Hunters in New York who apply for a license need not demonstrate any proficiency at hitting a target, moving or fixed. Rather, they pay a licensing fee and take a safety course on how to render first aid should they shoot a fellow hunter (which some of them inevitably do each year). Then they take to the woods, often with willful disregard for posted signs on private land. Although the state has thousands of acres of land open to hunters, many of them seek out the less crowded conditions found on private property.

Despite the conspicuously posted signs on our land, we've had numerous trespassers. The second Monday of last fall's hunting season started out magically, as many of our days do. As the sun crept up over a distant hill, my husband spotted the silhouettes of three deer that had bedded down on the hill behind a pond, seeking rest and solitude after a long night of foraging for food. I was working at home that morning and welcomed the opportunity to observe these creatures in their natural habitat. A few minutes after 8 a.m. a shot rang out at such close range that the walls of my study shook, and a flock of turkeys that had been feeding in the backyard scattered. When I ran to a front window, I saw a trio of hunters—two in their car and the one who had fired the shot standing next to it. He had shot right over the top of a NO HUNTING sign and onto our property. Had he hit and killed the deer, I have no doubt that he would have brazenly marched onto our land to claim his prize. When the hunter finally saw me, he returned to his car and made a hasty retreat. Within minutes, an environmental-conservation officer located the trio, who denied any wrongdoing. When they were confronted with the retrieved shell and the threat that their weapons might be confiscated, the driver of the car came clean. He was charged with two misdemeanors: firing from the road and discharging a weapon at an unsafe distance from a residence. Although he had broken the law, shattered my sense of safety, and deprived the deer of the sanctuary that our property was intended to provide, he was immediately released to resume his hunting. Eventually, he paid a \$200 fine.

5 While my husband and I are non-hunters, we are not altogether anti-hunting. We are, however, vehemently opposed to encountering armed intruders on our own land. We have the right to enjoy our property 12 months of the year without the threat of being harassed or harmed by strangers bearing lethal weapons.

Last hunting season brought even more problems. While my husband was out walking one afternoon, he came upon an 18-year-old hunter wandering the property with a rifle slung over his shoulder. When my husband questioned him, he denied having seen our signs. During the subsequent investigation, the teen's father revealed that his son had trouble controlling his temper. When I asked him if he thought it was prudent for someone with a violent temper to be handling a rifle, he told me that his son was of age and there was nothing he could do to stop him. So, back to the woods he went. Then in February, two rabbit hunters, a man and his neighbor's 14-year-old son, walked right past our posted signs as if they were invisible. When questioned by the authorities, the man said he'd hunted those grounds for years. He'd just never been caught before.

These experiences have taught us that signs are no more effective against trespassers than restraining orders are against the stalkers or batterers who are intent on harming their victims. They are merely pieces of paper for which the violators feel outright contempt. While trespassing is not as serious as the crimes that often plague more populated areas, it is a manifestation of the same social illness that causes some people to believe that they are above the law. With children also bearing arms and taking to the woods (the legal age for hunting small game in New York is 12), the adults who ignore NO HUNTING signs are setting the example that it's OK to trespass.

8 Living in the country rejuvenates the spirit, but it also has its price. We have to guard against such hazards as Lyme disease and rabid raccoons. But more worrisome than any natural danger is the weapon-toting human whose reckless disregard for the law is far more insidious.

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1. As used in paragraph 2, the word **adjacent** means
— A. distant.
— B. bigger.
— ☒ C. neighboring.
— D. quiet.
2. In paragraph 2, the author writes, "While he was more than 500 feet away from the residence—the minimum distance required by New York state law—his ammunition was powerful enough to travel 1,000 feet." The words **he** and **his** in this sentence refer to
— ☒ A. a hunter.
— B. the author's husband.
— C. a police investigator.
— D. the author's neighbor.
3. As used in paragraph 3, the word **proficiency** means
— ☒ A. skill.
— B. responsibility.
— C. license.
— D. practice.
4. Based on what the author writes in paragraph 3, which of the following statements would the author probably NOT support?
— A. The process for getting a hunting license in New York is too easy.
— B. Hunters should have to take a course on how to shoot before they get their licenses.
— ☒ C. If hunters go through a proper licensing process, then they should be able to use private lands if they want to.
— D. One reason why there are accidental shootings of hunters is because not all hunters are properly trained to shoot.
5. When the author writes in paragraph 4 that the "driver of the car came clean," she means he
— ☒ A. confessed to wrong doing.
— B. had an empty gun.
— C. was cleared of any wrong doing.
— D. was able to get away without being caught.
6. As used in paragraph 5, the word **vehemently** means
— A. somewhat
— ☒ B. strongly
— C. fearfully
— D. legally
7. The author addresses the hunting issue from the perspective of
— A. the hunters.
— B. an environmental-conservation officer.
— C. a police investigator.
— ☒ D. a private property owner.
8. The author would probably agree to which of the following positions on hunting?
— ☒ A. Hunting should be banned altogether.
— ☒ B. Hunting should be allowed only on public lands.
— C. Hunters should only hunt on their own private land.
— D. The legal age for hunters should be raised from 12 to 15 years.
9. The author relies mainly on what type of information to present her argument?
— A. statistics.
— ☒ B. personal experiences.
— C. government studies.
— D. documented hunters' testimonies.
10. The author repeatedly cites examples of hunters who
— A. ask permission to hunt on private property.
— B. accidentally shoot each other.
— C. are hunting without proper licenses.
— ☒ D. ignore the NO HUNTING signs and trespass.

Post Diagnostic Results 3.5.11

Student	Synonyms and Antonyms			Character			Theme			Fact and Opinion			Aut
	Correct	Incorrect	Correct %	Correct	Incorrect	Correct %	Correct	Incorrect	Correct %	Correct	Incorrect	Correct %	
Collazo, David	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Conklin, Kelly	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Corcoran, John	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
D'Agostino, Frankie	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Doshi, Kishan	1	1	50%	2	0	100%	1	1	50%	0	2	0%	2
Dzinglecki, Joseph	1	1	50%	2	0	100%	0	2	0%	1	1	50%	2
Fago, Ava	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Grantham, Jarvis	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Guidi, Anthony	2	0	100%	2	0	100%	2	0	100%	2	0	100%	2
Isak, Marshelinda	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Jarzabski, Adrian	1	1	50%	2	0	100%	2	0	100%	1	1	50%	2
Minus, Tiana	1	1	50%	2	0	100%	2	0	100%	1	1	50%	2
Patel, Darshan	1	1	50%	2	0	100%	2	0	100%	0	2	0%	2
Raab, Paige	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Ramirez, Marvin	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
Ramos, Daniel	1	1	50%	2	1	50%	2	0	100%	2	0	100%	2
Randall, Raymond	1	1	50%	2	1	50%	2	0	100%	1	1	50%	2
Todzia, Daniel	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0
TOTAL	9	7	56.30%	14	2	87.50%	13	3	81.30%	8	8	50%	11

Post Diagnostic Results 3.5.11

hor's Use of Words		Graphic Organizers		Connotation and Denotation		Critiquing Arguments		Diction and Figurative Language		
Incorrect	Correct	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct	Incorrect	Correct
0	0%	0	0	0	0	0	0	0	0	0
0	0%	0	0	0	0	0	0	0	0	0
0	0%	0	0	0	0	0	0	0	0	0
0	0%	0	0	0	0	0	0	0	0	0
0	100%	1	1	2	0	3	0	0	2	2
0	100%	1	1	2	0	2	1	0	2	1
0	0%	0	0	0	0	0	0	0	0	0
0	0%	0	0	0	0	0	0	0	0	0
0	100%	2	0	2	0	3	0	2	0	2
0	0%	0	0	0	0	0	0	0	0	0
0	100%	1	1	2	0	2	1	0	2	1
0	0%	0	0	0	0	0	0	0	0	0
0	100%	1	1	2	0	2	1	1	1	1
1	50%	2	0	0	2	2	1	1	1	1
1	50%	1	1	2	0	2	1	2	0	1
0	0%	0	0	0	0	0	0	0	0	0
0	0%	0	0	0	0	0	0	0	0	0
0	0%	0	0	0	0	0	0	0	0	0
1	100%	1	1	2	0	2	1	2	1	2
1	50%	2	0	0	2	2	1	1	1	1
2	0%	0	0	0	0	0	0	0	0	0
2	0%	2	0	2	0	3	3	0	2	1
0	0%	0	0	0	0	0	0	0	0	0
5	68.80%	11	5	12	4	17	7	8	8	11