

REMEDIAL ACTIVITIES IN MATH 10

I. Find a_n for each of the following arithmetic sequence.

- 1) $a_1 = 5$; $d = 4$; $n = 11$
- 2) $a_1 = 14$; $d = -3$; $n = 25$
- 3) $-10, -6, -2, 2, 6, \dots$ $n = 27$

II. Insert the indicated number of arithmetic means between the given first and last terms of an arithmetic sequence. (Inside the bracket is the number of arithmetic mean).

- 1) 3 and 29 [1]
- 2) 55 and 1 [5]
- 3) -3 and -23 [3]

III. Find S_n for each of the following given.

- 1) 6, 11, 16, 21, 26, 31, 36, 41, 46; S_9
- 2) $a_4 = 41$, $a_8 = 105$; S_8

IV. Find a_n for each of the following geometric sequence. (Show your complete solution)

- 1) $a_1 = 21$; $r = 4$; $n = 5$
- 2) $a_1 = 1$; $r = -2$; $n = 3$

V. Insert the indicated number of geometric means between the given first and last terms of a geometric sequence. (Inside the bracket is the number of geometric mean). (Show your complete solution)

- 1) 3 and 24 [1]
- 2) 162 and 2 [5]
- 3) $\frac{1}{2}$ and $\frac{1}{32}$ [3]

VI. Find the sum of the first n terms of the related geometric series. (Show your complete solution)

- 1) $a_1 = 4$, $r = -5$; S_8
- 2) $a_1 = 230$, $r = -1$; S_{2000}
- 3) $a_1 = 41$, $r = 1$; S_{21}

Remedial Mathsnumbers

**William B. Feters, George Haskell
Brown, Jeffrey A. Owings**



Remedial Mathsnumbers:

Remedial Math Numbers Workbook Bourke, 2007-01-01 Explain the basics of numbers through a detailed exploration of addition subtraction multiplication and division Decimals are also explored along with their relationship to percentages A Challenge Problem is included at the end of every activity which tests the student's understanding of the concept presented

Remedial Math Sourcebook Richard O. Kratzer, 1984 The NAEP ... Technical Report, 1992 **Math Remediation for the College Bound** Daryao Khatri, 2011-06-16 Algebra is the language that must be mastered for any course that uses math because it is the gateway for entry into any science technology engineering and mathematics STEM discipline This book fosters mastery of critical math and algebraic concepts and skills essential to all of the STEM disciplines and some of the social sciences This book is written by practitioners whose primary teaching subject is not math but who use math extensively in their courses in STEM disciplines social science statistics and their own research Moreover in the writing of this book the authors have used the teaching principles of anchoring overlearning pruning the course to its essentials and using simple and familiar language in word problems *Technical Report of the NAEP 1996 State Assessment Program in Science* Nancy L. Allen, 1998 This technical report on the National Association of Educational Progress NAEP 1996 State Assessment Program in Science provides an overview of the design implementation and analysis of the educational assessment including details of sampling design field administration preliminary data analysis and reporting of state results This report also provides details on the background of the development of the 1996 instrument for science sample design and selection state and school cooperation processing and scoring assessment materials creation of the database and database products weighting procedures and variance estimation theoretical background and philosophy of NAEP scaling procedures data analysis and scaling for the science assessment program and conventions used in reporting the results DDR

Technical Report of the NAEP 1996 State Assessment Program in Mathematics Nancy L. Allen, 1997 The purpose of this report is to provide technical information about the 1996 State Assessment in Mathematics It provides a description of the design for the State Assessment and gives an overview of the steps involved in the implementation of the program from the planning stages through to the analysis and reporting of the data The report describes in detail the development of the cognitive and background questions the field procedures the creation of the database and data products for analysis and the methods and procedures used for sampling analysis and reporting It does not provide the results of the assessment rather it provides information on how those results were derived Chapters include 1 Overview The Design Implementation and Analysis of the 1996 State Assessment Program in Mathematics 2 Developing the Mathematics Objectives Cognitive Items Background Questions and Assessment Instruments 3 Sample Design and Selection 4 State and School Cooperation and Field Administration 5 Processing and Scoring Assessment Materials 6 Creation of the Database Quality Control of Data Entry and Creation of the Database Products 7 Weighting Procedures and Variance Estimation 8 Theoretical Background and

Philosophy of National Assessment Educational Progress NAEP Scaling Procedures 9 Data Analysis and Scaling for the 1996 State Assessment Program in Mathematics and 10 Conventions Used in Reporting the Results of the 1996 State Assessment Program in Mathematics Appendices include Participants in the Objectives and Item Development Process Summary of Participation Rates Conditioning Variables and Contrast Codings IRT Item Response Theory Parameters for Mathematics Items State Assessment Program Reporting Subgroups Composite and Derived Common Background Variables and Composite and Derived Reporting Variables Setting the NAEP Achievement Levels for the 1996 State Assessment in Mathematics Correction of the NAEP Program Documentation Error in the 1992 State Mathematics Results The Information Weighting Error and Sample Design and Selection Tables Contains 78 references ASK *Thesaurus of ERIC Descriptors*, 1977 Investigations in Mathematics Education, 1976 **Resources in Education**, 1992 Serves as an index to Eric reports microform **Research in Education**, 1973 A Challenge of Numbers National Research Council, Division on Engineering and Physical Sciences, Commission on Physical Sciences, Mathematics, and Applications, Committee on the Mathematical Sciences in the Year 2000, Bernard L. Madison, 1990-02-01 A Challenge of Numbers describes the circumstances and issues centered on people in the mathematical sciences principally students and teachers at U S colleges and universities A healthy flow of mathematical talent is crucial not only to the future of U S mathematics but also as a keystone supporting a technological workforce Trends in the mathematical sciences most valuable resource its people are presented narratively graphically and numerically as an information base for policymakers and for those interested in the people in this not very visible but critical profession *Community Participation with Schools in Developing Countries* Mikiko Nishimura, 2020-08-04 The Sustainable Development Goals SDGs 2016 2030 set by the United Nations in 2015 restated the importance of universal primary education for all and specifically discuss quality equity and inclusion in basic education To achieve this the role of community has been emphasized and participation has become a buzzword in international development over the past several decades Despite the growing attention to community participation in school management previous literature has shown mixed results in terms of its actual practice and its impacts on quality equity and inclusion in education This book deepens the contextual understanding of community in developing countries and its involvement in schools in general and its impact on quality equity and inclusion of school education in particular By presenting various case studies in Asia Africa Latin America and a post conflict state in Europe the book analyses commonalities and differences in the ways communities are involved and cast their impacts and challenges The book contributes knowledge on the ways in which community involvement could work in developing countries the detailed processes and factors that make community participation work in different dimensions and remaining challenges that scholars and practitioners still need to be concerned and mindful in the field This book will appeal to both researchers and practitioners who are concerned about the community participation approach for the SDGs *High School and Beyond*

William B. Fetters, George Haskell Brown, Jeffrey A. Owings, 1984 **Course Offerings, Enrollments, and Curriculum Practices in Public Secondary School, 1972-73** Logan Osterndorf, Paul J. Horn, 1976 *Concise Encyclopedia of Special Education* Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-03-25

The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching approaches, legal issues, overviews of specific learning disabilities, dozens of biographies, and more, this complete desk reference is an indispensable guide for professionals, academics, and students alike. Named an American Library Association Top 25 Reference of the Year in its First Edition, The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children. Written and edited by highly regarded and respected experts in the fields of special education and psychology, this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology, neuropsychology, medicine, health care, social work, and law. Additionally, this acclaimed reference work is essential for administrators, psychologists, diagnosticians, and school counselors as well as parents of the handicapped themselves.

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Mathematics Education of our Students M. Vali Siadat, 2022-10-19

About this Book: This book introduces an innovative model in teaching and learning of mathematics. It is the result of nearly two decades of research in math education at the college. Its main premise is that all students can learn math provided they are engaged in the learning process. The award-winning Keystone model as is thoroughly described in the book has produced significant student outcomes not only in mathematics but also in English reading comprehension. The research has had consistent results during the years of study.

About the Author: M. Vali Siadat is a distinguished professor of mathematics at Richard J. Daley College. He has two doctorates in mathematics: a Ph.D. in pure mathematics and a D.A. in mathematics education. Dr. Siadat has more than thirty publications in mathematics and mathematics education and has had numerous presentations at regional, national, and international mathematics meetings and conferences. Professor Siadat is the recipient of several national awards, including the 2019 Award for Impact on the Teaching and Learning of Mathematics conferred by the American Mathematical Society, the 2009 Mathematical Association of America's Deborah and Franklin Tepper Haimo Award for Distinguished College or University

Teaching of Mathematics and the 2005 Carnegie Foundation for the Advancement of Teaching Illinois Professor of the Year Award PISA 2009 Assessment Framework Key Competencies in Reading, Mathematics and Science OECD,2010-01-19

This book presents presents the theory behind the development of the 2009 PISA survey **Using Typological Approaches to Understand College Student Experiences and Outcomes** Shouping Hu,Shaoqing Li,2011-12-20 Facing a new round of criticisms on the quality of undergraduate education in American colleges and universities higher education administrators are eager to find or create effective programs and practices that can enrich student experiences and enhance outcomes In order to do that those who work at colleges and universities need to have a better understanding of their students Institutional researchers with access to a wealth of student data have the analytical expertise to supply information that can guide institutional policy and practice Typological frameworks particularly can be used to generate such information and this volume presents rich examples of typological approaches to the study of college students Typological research can reveal patterns in students characteristics attitudes and behaviors and how those patterns are related to desirable outcomes such as learning and persistence or to the nature meaning and utility of student faculty interactions outside the classroom Such information can help campus leaders and other concerned groups gain a deeper understanding of their students design better targeted and intentional interventions to optimize student experiences and maximize student learning and personal development outcomes This is a special supplemental issue of New Directions for Institutional Research Always timely and comprehensive this series provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management *Oversight on Educational Technology* United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education,1983 **Advances in Visual Informatics** Halimah Badioze Zaman,Peter Robinson,Patrick Olivier,Timothy K. Shih,Sergio Velastin,2013-10-12 This book constitutes the refereed proceedings of the Third International Conference on Advances in Visual Informatics IVIC 2013 held in Selangor Malaysia in November 2013 The four keynotes and 69 papers presented were carefully reviewed and selected from various submissions The papers focus on four tracks computer visions and engineering computer graphics and simulation virtual and augmented reality and visualization and social computing

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