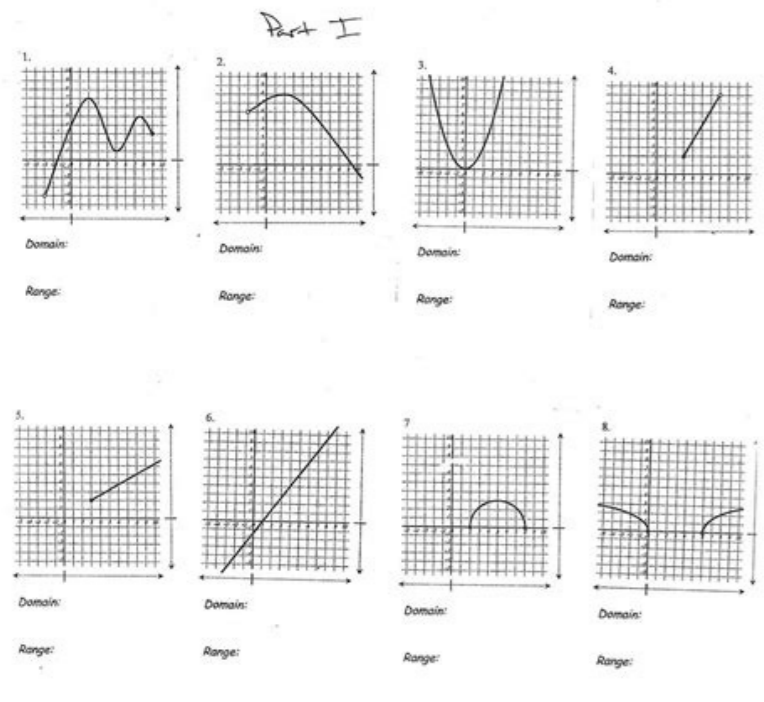


I'm not robot!

Graph Domain & Range

For the function shown on each graph: 1. indicate the domain on the number line along the bottom and the range on the number line along the right side. 2. below each graph, write the domain and range both as intervals and as inequalities.



August 2019 us history regents answer key. August 2019 algebra 2 regents answer key. Algebra 1 august 2019 answers. Algebra 1 regents answers august 2019. August 2016 algebra 1 regents answers.

What follows is a portion of the Common Core Integrate Algebra exam. Other parts will be posted on other days. Illustrations will be added at a later time when they become available. August 2016 Algebra Regents, Part II 25. Graph the function y = -SQRT(x + 3) on the set of axes below. Put the equation into a graphing calculator, or make a table of values. The negative sign tells you that the graph will be inverted (upside down). The +3 under the radical sign tells you that the graph will shift three spaces to the left. Any value of x that results in a negative number under the radical can be ignored -- those values are NOT in the domain of this function. The smallest possible values is -3 because -3 + 3 = 0, and the square root of 0 is 0. Your graph should look like the one below. 26. Richard is asked to transform the graph of b(x) below. The graph of b(x) is transformed using the equation h(x) = b(x - 2) - 3. Describe how the graph of b(x) changed to form the graph of h(x). Algebraically, set the function equal to 0: (x - 3)^2 - 49 = 0 (x - 3)^2 = 49 take the square root of both sides -- don't forget to use +/- x - 3 = +/- 7 split the equation into two parts to finish, one with +, one with - x - 3 = 7 or x - 3 = -7 x = 10 or x = -4 32. Solve the equation below for x in terms of a. 4(ax + 3) - 3ax = 25 + 3a Solve for x in terms of a means that you have to isolate x on the left side of the equation and have the numbers, operations and the letter a on the right side. You will not get a numeric answer. 4(ax + 3) - 3ax = 25 + 3a 4ax + 12 - 3ax = 25 + 3a ax + 12 = 25 + 3a ax = 13 + 3a x = (13 + 3a)/a Do NOT cancel out the "a" characters. You can't; it doesn't work like that. END OF PART II How did you do? Any questions? I hope you did well because, overall, they weren't difficult question (in my opinion). They could have been a little trickier, even for just two points. June 2022 Algebra I Regents Examination Regular size version (87 KB) Large type version (127 KB) Scoring Key PDF version (130 KB) Excel version (19 KB) Rating Guide (77 KB) Model Response Set (1 MB) Conversion Chart PDF version (81 KB) Excel version (14 KB) Important Notices Notice to Teachers, Algebra I, Chinese (Simplified) and Chinese (Traditional) Editions, only, Question 13, only (126 KB) Notice to Teachers, Algebra I, Chinese (Simplified) and Chinese (Traditional) Editions, only, Question 32, only (127 KB) June 2021 (x202) January 2020 August 2019 June 2019 January 2019 August 2018 June 2018 January 2018 August 2017 June 2017 January 2017 August 2016 June 2016 January 2016 August 2015 June 2015 January 2015 August 2014 June 2014 Last Updated: July 29, 2022 The University of the State of New York REGENTS' HIGH SCHOOL EXAMINATIONAL ALGEBRA I (Common Core) Wednesday, August 17, 2016 8:30 to 11:30 a.m. MODEL RESPONSE SET Table of Contents Question 25 2 Question 26 7 Question 27 12 Question 28 17 Question 29 21 Question 30 25 Question 31 28 Question 32 32 Question 33 37 Question 34 44 Question 35 50 Question 36 55 Question 37 60 Question 2525 Graph the function y x^3 on the set of axes below. yxScore 2: The student gave a complete and correct response. Algebra I (Common Core) Aug. 16 [2] Question 2525 Graph the function y x^3 on the set of axes below. yxScore 1: The student made an error by putting an arrow at (3,0). Algebra I (Common Core) Aug. 16 [4] Question 2525 Graph the function y x^3 on the set of axes below. yxScore 0: The student gave a completely incorrect response. Algebra I (Common Core) Aug. 16 [6] Algebra I (Common Core) Aug. 16 [7] Question 26Score 2: The student gave a complete and correct response. 26 Richard is asked to transform the graph of b(x) below. b(x) The graph of b(x) is transformed using the equation h(x) = b(x - 2) - 3. Describe how the graph of b(x) changed to form the graph of h(x). Algebra I (Common Core) Aug. 16 [8] Question 26Score 1: The student confused the horizontal and vertical shifts. 26 Richard is asked to transform the graph of b(x) below. b(x) The graph of b(x) is transformed using the equation h(x) = b(x - 2) - 3. Describe how the graph of b(x) changed to form the graph of h(x). Algebra I (Common Core) Aug. 16 [9] Question 26Score 0: The student confused the horizontal and vertical shifts and stated an incorrect direction for the horizontal shift. 26 Richard is asked to transform the graph of b(x) below. b(x) The graph of b(x) is transformed using the equation h(x) = b(x - 2) - 3. Describe how the graph of b(x) changed to form the graph of h(x). Algebra I (Common Core) Aug. 16 [11] Question 26Score 0: The student wrote a completely incorrect response. 26 Richard is asked to transform the graph of b(x) below. b(x) The graph of b(x) is transformed using the equation h(x) = b(x - 2) - 3. Describe how the graph of b(x) changed to form the graph of h(x). Algebra I (Common Core) Aug. 16 [12] Question 27Score 2: The student gave a complete and correct response. 27 Consider the pattern of squares shown below: Which type of model, linear or exponential, should be used to determine how many squares are in the nth pattern? Explain your answer. Algebra I (Common Core) Aug. 16 [13] Question 27Score 2: The student gave a complete and correct response. 27 Consider the pattern of squares shown below: Which type of model, linear or exponential, should be used to determine how many squares are in the nth pattern? Explain your answer. Algebra I (Common Core) Aug. 16 [14] Question 27Score 2: The student gave a complete and correct response. 27 Consider the pattern of squares shown below: Which type of model, linear or exponential, should be used to determine how many squares are in the nth pattern? Explain your answer. Algebra I (Common Core) Aug. 16 [15] Question 27Score 1: The student wrote a justification instead of an explanation. 27 Consider the pattern of squares shown below: Which type of model, linear or exponential, should be used to determine how many squares are in the nth pattern? Explain your answer. Algebra I (Common Core) Aug. 16 [16] Question 27Score 0: The student wrote an incorrect explanation. 28 When multiplying polynomials for a math assignment, Pat found the product to be 4x^8x^2x^3 5. He then had to state the leading coefficient of this polynomial. Pat wrote down 4. Do you agree with Pat's answer? Explain your reasoning. Algebra I (Common Core) Aug. 16 [17] Question 28Score 2: The student gave a complete and correct response. 28 When multiplying polynomials for a math assignment, Pat found the product to be 4x^8x^2x^3 5. He then had to state the leading coefficient of this polynomial. Pat wrote down 4. Do you agree with Pat's answer? Explain your reasoning. Algebra I (Common Core) Aug. 16 [18] Question 28Score 1: The student made an error in the last sentence of the explanation. 28 When multiplying polynomials for a math assignment, Pat found the product to be 4x^8x^2x^3 5. He then had to state the leading coefficient of this polynomial. Pat wrote down 4. Do you agree with Pat's answer? Explain your reasoning. Algebra I (Common Core) Aug. 16 [19] Question 28Score 1: The student did not realize that the polynomial needs to be in standard form for their statement to be true. 28 When multiplying polynomials for a math assignment, Pat found the product to be 4x^8x^2x^3 5. He then had to state the leading coefficient of this polynomial. Pat wrote down 4. Do you agree with Pat's answer? Explain your reasoning. Algebra I (Common Core) Aug. 16 [20] Question 28Score 0: The student wrote a completely incorrect response. 29 Is the sum of 3^2 and 4^2 rational or irrational? Explain your answer. Algebra I (Common Core) Aug. 16 [22] Question 29Score 1: The student made an error when adding and 4 23 229 is the sum of 3^2 and 4^2 rational or irrational? Explain your answer. Algebra I (Common Core) Aug. 16 [23] Question 29Score 1: The student did not state that the answer was irrational. 29 Is the sum of 3^2 and 4^2 rational or irrational? Explain your answer. Algebra I (Common Core) Aug. 16 [24] Question 29Score 0: The student wrote an incorrect explanation. 29 Is the sum of 3^2 and 4^2 rational or irrational? Explain your answer. Algebra I (Common Core) Aug. 16 [25] Question 30Score 2: The student gave a complete and correct response. 30 The graph below shows two functions, f(x) and g(x). State all the values of x for which f(x) = g(x). Algebra I (Common Core) Aug. 16 [27] Question 30Score 0: The student did not state the values of x. 30 The graph below shows two functions, f(x) and g(x). State all the values of x for which f(x) = g(x). Algebra I (Common Core) Aug. 16 [28] Question 31Score 2: The student gave a complete and correct response. 31 Find the zeros of f(x) = (x - 3)^2 - 49, algebraically. Algebra I (Common Core) Aug. 16 [29] Question 31Score 2: The student gave a complete and correct response. 31 Find the zeros of f(x) = (x - 3)^2 - 49, algebraically. Algebra I (Common Core) Aug. 16 [30] Question 31Score 1: The student did not write 7 when taking the square root of 49. 31 Find the zeros of f(x) = (x - 3)^2 - 49, algebraically. Algebra I (Common Core) Aug. 16 [31] Question 31Score 0: The student wrote a completely incorrect response. 31 Find the zeros of f(x) = (x - 3)^2 - 49, algebraically. Algebra I (Common Core) Aug. 16 [32] Question 32Score 2: The student gave a complete and correct response. 32 Solve the equation below for x in terms of a. 4(ax + 3) - 3ax = 25 + 3a Algebra I (Common Core) Aug. 16 [33] Question 32Score 2: T

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