

Answer Key

Final Exam Review

1	Item	D	1	<i>IN.MA.AI.RNE.1 Understand the hierarchy and relationships of numbers and sets of numbers within the real number system.</i>
2	Item	A	1	<i>IN.MA.AI.RNE.1 Understand the hierarchy and relationships of numbers and sets of numbers within the real number system.</i>
3	Item	B	1	<i>IN.MA.AI.RNE.1 Understand the hierarchy and relationships of numbers and sets of numbers within the real number system.</i>
4	Item	A	1	<i>IN.MA.AI.RNE.2 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</i>
5	Item	Rubric	2	<i>IN.MA.AI.F.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Understand that if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. Understand the graph of f is the graph of the equation $y = f(x)$.</i>
6	Item	C	1	<i>IN.MA.AI.F.3 Identify the domain and range of relations represented in tables, graphs, verbal descriptions, and equations.</i>
7	Item	C	1	<i>IN.MA.AI.L.1 Understand that the steps taken when solving linear equations create new equations that have the same solution as the original. Solve fluently linear equations and inequalities in one variable with integers, fractions, and decimals as coefficients. Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution. Justify the choice of a solution method.</i>
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9	Item	A	1	<i>IN.MA.AI.L.1 Understand that the steps taken when solving linear equations create new equations that have the same solution as the original. Solve fluently linear equations and inequalities in one variable with integers, fractions, and decimals as coefficients. Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution. Justify the choice of a solution method.</i>
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13	Item	D	1	<i>IN.MA.AI.L.3 Represent real-world and other mathematical problems using an algebraic proportion that leads to a linear equation and solve such problems.</i>
14	Item	B	1	<i>IN.MA.AI.L.3 Represent real-world and other mathematical problems using an algebraic</i>

					<i>proportion that leads to a linear equation and solve such problems.</i>
15	Item	Rubric	2	IN.MA.AI.L.3	<i>Represent real-world and other mathematical problems using an algebraic proportion that leads to a linear equation and solve such problems.</i>
16	Item	Rubric	2	IN.MA.AI.L.3	<i>Represent real-world and other mathematical problems using an algebraic proportion that leads to a linear equation and solve such problems.</i>
17	Item	C	1	IN.MA.AI.L.3	<i>Represent real-world and other mathematical problems using an algebraic proportion that leads to a linear equation and solve such problems.</i>
18	Item	B	1	IN.MA.AI.L.4	<i>Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).</i>
19	Item	D	1	IN.MA.AI.L.4	<i>Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).</i>
20	Item	A	1	IN.MA.AI.L.4	<i>Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).</i>
21	Item	A	1	IN.MA.AI.L.4	<i>Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).</i>
22	Item	D	1	IN.MA.AI.L.4	<i>Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).</i>
23	Item	C	1	IN.MA.AI.L.4	<i>Represent linear functions as graphs from equations (with and without technology), equations from graphs, and equations from tables and other given information (e.g., from a given point on a line and the slope of the line).</i>
24	Item	Rubric	2	IN.MA.AI.L.5	<i>Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts.</i>
25	Item	D	1	IN.MA.AI.L.5	<i>Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts.</i>
26	Item	B	1	IN.MA.AI.L.8	<i>Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.</i>
27	Item	C	1	IN.MA.AI.L.8	<i>Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.</i>
28	Item	Rubric	1	IN.MA.AI.L.8	<i>Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.</i>
29	Item	B	1	IN.MA.AI.L.8	<i>Solve compound linear inequalities in one variable, and represent and interpret the solution on a number line. Write a compound linear inequality given its number line representation.</i>