

Exam version: 1.1

Part B: Multiple Choice

INSTRUCTIONS: Choose the best answer to each of the following questions. Fill in the appropriate circle on the scantron sheet with a pencil **AND** circle your answer in the booklet. You may keep this booklet when the exam concludes. There are 13 multiple choice problems.

1. Where does the absolute/global maximum value of $f(x) = 2x^3 - 3x^2 - 12x$ on the interval $[0, 3]$ occur?

- (a) $x = -2$
- (b) $x = -1$
- (c) $x = 0$ ***
- (d) $x = 2$
- (e) $x = 3$

2. Suppose that f is a differentiable function and that the degree-four Taylor polynomial of f about $x = 1$ is

$$T_4(x) = -(x - 1)^4 + 6(x - 1)^3 + 3(x - 1)^2 + 7$$

Which of the following is equal to $f''(1)$?

- (a) 7
- (b) 15
- (c) 6 ***
- (d) 3
- (e) 36

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Charles B. Stalford



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Large-Scale Studies in Mathematics Education James A. Middleton, Jinfa Cai, Stephen Hwang, 2015-05-05 In recent years funding agencies like the Institute of Educational Sciences and the National Science Foundation have increasingly emphasized large scale studies with experimental and quasi experimental designs looking for objective truths Educational researchers have recently begun to use large scale studies to understand what really works from developing interventions to validation studies of the intervention and then to efficacy studies and the final scale up for large implementation of an intervention Moreover modeling student learning developmentally taking into account cohort factors issues of socioeconomics local political context and the presence or absence of interventions requires the use of large data sets wherein these variables can be sampled adequately and inferences made Inroads in quantitative methods have been made in the psychometric and sociometric literatures but these methods are not yet common knowledge in the mathematics education community In fact currently there is no volume devoted to discussion of issues related to large scale studies and to report findings from them This volume is unique as it directly discusses methodological issue in large scale studies and reports empirical data from large scale studies

Statistical Theories of Mental Test Scores Frederic M. Lord, Melvin R. Novick, 2008-11-01 One of the most important books in the history of psychometrics has been virtually unavailable to scholars and students for decades A gap in the archives of modern test theory is now being filled by the release in paperback for the first time of the classic text *Statistical Theories of Mental Test Scores* by the late and honored statisticians and psychometricians Frederic M Lord and Melvin R Novick No single book since 1968 when Lord Novick first appeared has had a comparable impact on the practice of testing and assessment Information Age Publishing is proud to make this classic text available to a new generation of scholars and researchers

Handbook of Test Development Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test validity evidence This book is appropriate

for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups **Holt Science and Technology** Holt Rinehart & Winston,2004-02 *Teaching Mathematics in the Secondary School* Lucien Blair Kinney,1960

Improving Testing For English Language Learners Rebecca Kopriva,2011-02-23 More than any book to date this one provides a comprehensive approach to designing building implementing and interpreting test results that validly measure the academic achievement of English language learners It scaffolds the entire process of test development and implementation and discusses essential intervention points The book provides the type of evidence based guidance called for in federal mandates such as the NCLB legislation Key features of this important new book include the following Comprehensive This book recommends methods for properly including ELLs throughout the entire test development process addressing all essential steps from planning item writing and reviews to analyses and reporting Breadth and Depth of Coverage Coverage includes discussion of the key issues explanations and detailed instructions at each intervention point Research Focus All chapters include an extensive review of current research Emerging Trends The chapters summarize guidance appropriate for innovative computer based assessments of the future as well as the paper and pencil tests of today This book is appropriate for anyone concerned with the development and implementation of fair and accurate testing programs for English language learners This includes university based researchers testing personel at the federal state and local levels teachers interested in better assessing their diverse student populations and those involved in the testing industry It is also appropriate for instructors teaching undergraduate and graduate courses devoted to testing the full range of students in todays schools

Classroom Assessment Steven R. Banks,2012-04-13 Building on the success of the popular first edition the author tackles the latest issues and practices in the field of classroom assessment The No Child Left Behind Act has transformed the role of educational assessment requiring annual assessments as part of a federal system of educational accountability National accreditation organizations such NCATE have mandated standards based performance and emphasized specific assessment benchmarks in meeting these standards The inclusion movement to accommodate special needs students in the regular education classroom also has impacted classroom assessment practices Teacher assessment classroom environment test anxiety the Race to the Top grants and many more timely topics receive comprehensive yet accessible treatment Banks provides thorough and well documented discussions of performance assessment essay and multiple choice assessments formative assessment and reliability validity issues as well as invaluable classroom assessment tools that include portfolios rubrics journals and models such as Anderson and Krathwohls revision of Blooms Taxonomy Gender and diversity issues including learning differences and socioeconomic influences on student achievement are given in depth coverage Outstanding features include case studies point counterpoint debates on controversial assessment topics and practices teacher application exercises thought provoking self assessment exercises and end of chapter activities that include review

questions and opportunities for directed learning *Testing and Evaluation in Schools* Charles B. Stalford, 1980

Discovering Meanings in Elementary School Mathematics Foster Earl Grossnickle, John Reckzeh, 1973 **Statistical Modeling of the National Assessment of Educational Progress** Murray Aitkin, Irit Aitkin, 2011-05-12 The purpose of this book is to evaluate a new approach to the analysis and reporting of the large scale surveys for the National Assessment of Educational Progress carried out for the National Center for Education Statistics The need for a new approach was driven by the demands for secondary analysis of the survey data by researchers who needed analyses more detailed than those published by NCES and the need to accelerate the processing and publication of results from the surveys This new approach is based on a full multilevel statistical and psychometric model for students responses to the test items taking into account the design of the survey the backgrounds of the students and the classes schools and communities in which the students were located The authors detail a fully integrated single model that incorporates both the survey design and the psychometric model by extending the traditional form of the psychometric model to accommodate the design structure while allowing for student teacher and school covariates

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