1) Multiply the following. This will help you when you start solving some equations! ➀ each.

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a) b) c) d)

e) f) g) h)

2) Solve the following equations. Check your answer when you are done. [5 each]

|  |
| --- |
| Equation:  |
| Solution: | Am I right? |
| Equation:  |
| Solution: | Am I right? |

|  |
| --- |
| Equation:  |
| How will you clear the fractions with two different denominators? |
| Solution: | Am I right? |

3) Sometimes you can solve equations with fractions by converting them to a decimal. Solve the following two problems by converting the fractions into a decimal, then solving: ➂ each.

a) b)

3) Solve the following equations. You do not need to check your answer if you don’t want to. ➂ each.

a) b) c)

d) e) f)

4) The following problems contain a mixture of problems over the past 2 weeks. This page contains “Level 1” problems, the next pat “Level 2” problems, and the final page “Level 3 problems. Mr. Smith will assign to you a level based on the level of problems you try, and how accurate your solutions are.

**Level 1**

a) b) c)

d) e) f)

g) h) i)

**Level 2**

a) b) c)

d) e) f)

**Level 3**

a) b) c)

d) e)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level R | Level 1 | Level 2 | Level 3 | Level 4 |
| Student did not demonstrate an understanding of solving equations (fractions, brackets, balancing). Little to no problems attempted at level 2 or level 3. Significant errors in work that is completed. | Student demonstrates a limited understanding of solving equations (fractions, brackets, balancing). Some problems at all levels are attempted, with a significant amount of errors. | Student demonstrates a satisfactory understanding of solving equations (fractions, brackets, balancing). Some problems at all levels are attempted, with some errors. | Student demonstrates a good understanding of solving equations (fractions, brackets, balancing). Some problems at all levels are attempted, with few errors. | Student demonstrates a thorough understanding of solving equations (fractions, brackets, balancing). Many problems at all levels are attempted, with only a few minor errors, or no errors. |

Overall Lvl: \_\_\_\_\_\_\_\_\_\_\_\_\_ Corresponding mark out of 100: \_\_\_\_\_\_\_\_\_\_\_\_\_

 Corresponding mark out of 20: \_\_\_\_\_\_\_\_\_\_\_\_\_