

LESSON 46 | BEFORE THE ASSESSMENT

Final cumulative assessment and next learning steps

Thursday, April 15, 2027 . 6:00–7:00 PM Central

This is the Cambridge Veritas **internal course assessment**: 20 original items, worth 24 points in total. It samples the Algebra I work you have studied. Follow your teacher’s instructions and complete your own work.

Time	What happens
5 minutes	Instructions, tool check and setup
40 minutes	Independent assessment
10 minutes	Reflection and initial debrief
5 minutes	Next steps

Confirm permitted tools before starting

Use only the calculator, reference material and other resources your teacher authorizes for this internal assessment. Ask before starting if any instruction is unclear.

Teacher-approved calculator or tool:

Permitted reference sheet / other agreed arrangements:

Keep scratch paper ready. Show the work requested and read the units and rounding instructions. If a technical problem occurs, tell your teacher immediately. Submit through the assessment route provided by your teacher.

Release note: this page is the pre-assessment handout. Pages 2–4 are for use after teacher review. The assessment questions and answer key are separate controlled materials.

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Read the evidence, then choose a priority

Complete this page with your teacher once your work has been reviewed. Written explanations may need marking after the live class. These spaces intentionally contain no student results.

Student name and review date:

Final course assessment: _____ / 24 points

What the result means

This is a score on our internal assessment. It is not a school course grade, a STAAR scale score or a prediction of passing a state exam. Use it alongside your earlier classwork, homework and teacher feedback.

A strength I can show with a specific piece of work:

A skill to revisit and the item or earlier work that shows it:

My teacher's explanation of the next step:

An unanswered item, a sign slip and a misunderstood method may need different responses. Name the actual issue before choosing more practice.

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Correct the reasoning, not just the answer

This illustration is a revision example, not a question from your final assessment. Use the same routine when your teacher returns a selected correction.

Illustration: solve $-3(x - 2) = 12$

$$x - 2 = -4$$

Divide both sides by -3 .

$$x = -2$$

Add 2 to both sides.

$$-3(-2 - 2) = 12$$

Check: $-3 \times (-4) = 12$.

A common error is dividing 12 by -3 and writing $+4$. Explain the sign rule, then verify the corrected solution in the original equation.

My assigned correction: item / skill / chapter

The first step I need to change, and why:

My corrected working:

How I checked the result:

Use the question your teacher returns to you. A copied answer alone does not show whether the underlying skill is secure.

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Leave with a small, useful practice plan

Choose one or two priorities from real feedback. Short, focused follow-up can be more useful than repeating an entire chapter. This worksheet does not add a required live class.

Priority 1: skill and evidence

Priority 2, if needed: skill and evidence

Next action	What to do
Revisit	Open the named lesson and explain one worked example in your own words.
Practice	Complete a short teacher-selected set on that skill.
Check independently	Try a different example with the answer hidden; show your method.
Review progress	Ask your teacher to check the reasoning and decide what comes next.

Assigned lesson / practice and agreed check-in date:

One mathematical idea I can now explain clearly:

Keep using the habits you built

Name the quantities. Choose a representation. Show your steps. Check the result. Explain why it makes sense. The next learning step should follow your actual work.