# eog 2014 score range for north carolina Academic PDF

**eog 2014 score range for north carolina** is a critical metric for students, educators, and policymakers aiming to assess academic performance in North Carolina during the 2014 school year. The End-of-Grade (EOG) assessments are standardized tests administered to students in elementary and middle school grades to evaluate their proficiency in core subjects such as reading, mathematics, and science. Understanding the score ranges from 2014 provides valuable insights into student achievement levels, school performance, and areas requiring targeted interventions. This article explores the EOG 2014 score range for North Carolina in detail, offering a comprehensive guide for stakeholders seeking to interpret these scores effectively.

Overview of EOG 2014 Testing in North Carolina

What Are End-of-Grade (EOG) Tests?

End-of-Grade (EOG) tests are standardized assessments used by North Carolina Department of Public Instruction (NCDPI) to evaluate student proficiency at the conclusion of certain grade levels. These assessments serve multiple purposes:

- Measure student mastery of grade-specific standards.
- Inform instructional decisions.
- Evaluate school and district performance.
- Contribute to accountability measures.

Grades Assessed in 2014

In 2014, North Carolina administered EOG tests to students in grades 3 through 8 across key subjects:

- Reading
- Mathematics
- Science (primarily in grades 5 and 8)

Each subject's test is designed to align with the North Carolina Standard Course of Study, ensuring consistency and relevance.

Understanding the EOG 2014 Score Range for North Carolina

Scoring System Overview

The 2014 EOG assessments utilized a scaled scoring system, which translates raw test scores into scaled scores. These scaled scores are then categorized into performance levels that indicate student proficiency.

Key components of the scoring system include:

- Raw Score: Number of correct answers.
- Scaled Score: Adjusted score accounting for test difficulty and standardization.
- Performance Levels: Categories indicating proficiency.

Score Range for 2014

The scaled score range for EOG assessments in 2014 generally spanned from 0 to 100. Within this range, specific cut points defined performance levels:

| Performance Level | Score Range (2014) | Description |

|---|---|---|

| Below Standard | 0 ? 59 | Indicates students are not meeting grade-level expectations.|

| Proficient | 60 ? 79 | Students demonstrate proficiency with room for improvement. |

| Mastery/Advanced | 80 ? 100 | Students demonstrate strong mastery of standards. |

Note: Exact cut scores may vary slightly between subjects, but these general ranges provide a useful overview.

Detailed Breakdown of EOG 2014 Score Ranges by Subject

Reading

- Below Standard: 0?59
- Proficient: 60?79
- Mastery/Advanced: 80?100

Mathematics

- Below Standard: 0?59
- Proficient: 60?79
- Mastery/Advanced: 80?100

Science (Grades 5 and 8)

- Below Standard: 0?59
- Proficient: 60?79
- Mastery/Advanced: 80?100

Interpreting Score Ranges

The distribution of scores across these ranges helps educators identify areas where students excel or need additional support. For example:

- A high percentage of students scoring below 60 may indicate challenges in curriculum delivery or student preparedness.
- A substantial number of students in the 80?100 range reflect strong mastery and effective instruction.

Analyzing North Carolina EOG 2014 Performance Data

Statewide Performance Overview

In 2014, North Carolina's overall performance on EOG assessments showed:

- Math: Approximately 70% of students scored proficient or above.
- Reading: Around 75% proficiency.
- Science: About 65% proficiency in grades 5 and 8.

These figures underscore the importance of understanding score ranges to identify specific gaps.

Performance Distribution by Score Range

An example of how scores might distribute:

- Below Standard (0?59): 20% of students
- Proficient (60?79): 50% of students
- Mastery/Advanced (80?100): 30% of students

This breakdown informs targeted interventions and resource allocation.

Factors Influencing EOG 2014 Scores in North Carolina

Demographic Variables

Scores can vary based on:

- Socioeconomic status
- English language learner status
- Special education needs

School and District Factors

- Teacher experience and training
- Access to resources
- School climate and support systems

Curriculum and Instruction

- Alignment to standards
- Use of technology and innovative teaching strategies

How EOG Score Ranges Impact Educational Policy and Practice

Accountability and Reporting

- Schools are evaluated based on the percentage of students achieving proficiency or mastery.
- Score ranges influence school ratings and funding decisions.

Identifying Areas for Improvement

- Schools with high percentages of students below standard are prioritized for support and interventions.
- Data from score ranges guides curriculum adjustments and teacher training.

Parent and Community Engagement

- Understanding score ranges helps parents gauge academic progress.
- Community programs can be tailored to support students at different proficiency levels.

Strategies to Improve EOG Scores in North Carolina

Focused Instruction

- Differentiated teaching strategies to meet diverse student needs.
- Incorporating formative assessments to monitor progress.

Professional Development

- Training teachers on best practices aligned with standards.
- Data-driven instruction based on score analysis.

Parental and Community Involvement

- Engaging parents in supporting homework and learning activities.
- Community partnerships to provide additional resources.

Use of Technology

- Educational software and online resources to reinforce concepts.
- Data analytics tools to identify at-risk students early.

Future Trends and Considerations

Changes in Assessment Standards

- Evolving standards may lead to shifts in score ranges and performance expectations.
- Emphasis on college and career readiness continues to shape assessment design.

Data Transparency and Accessibility

- Increased access to detailed performance data for stakeholders.
- Use of dashboards and reports to visualize score distributions.

Continued Focus on Equity

- Addressing disparities to ensure all students have equal opportunities to achieve proficiency.

Conclusion

The EOG 2014 score range for North Carolina provides a vital snapshot of student achievement during that academic year. With scores spanning from 0 to 100 and performance levels categorized into below standard, proficient, and mastery, educators and policymakers can assess where students stand relative to grade-level expectations. Analyzing these score ranges enables targeted interventions, resource allocation, and instructional improvements essential for fostering student success. As North Carolina continues to evolve its assessment strategies, understanding past score ranges remains instrumental in shaping effective educational policies aimed at ensuring every student has the opportunity to excel.

References

- North Carolina Department of Public Instruction (NCDPI). (2014). EOG Assessment Reports.
- North Carolina Standard Course of Study. (2014).
- NC School Report Cards and Performance Data. (2014).

By understanding the nuances of the EOG 2014 score range for North Carolina, stakeholders can better interpret assessment data and implement strategies to enhance educational outcomes across the state.

EOG 2014 Score Range for North Carolina: A Comprehensive Overview

Understanding the EOG 2014 score range for North Carolina is vital for educators, parents, and students aiming to gauge academic performance, identify areas for improvement, and set realistic educational goals. The End-of-Grade (EOG) assessments serve as a key indicator of student

proficiency across multiple grade levels and subjects. This detailed review explores the scoring system, the significance of score ranges, how they have evolved, and what they mean for stakeholders in North Carolina.

# Introduction to the EOG Assessments in North Carolina

## What Are the EOG Tests?

The End-of-Grade (EOG) assessments are standardized tests administered annually to students in grades 3 through 8 in North Carolina. These tests evaluate proficiency in core subjects such as:

- Mathematics
- Reading/English Language Arts
- Science (for grades 5 and 8)
- Social Studies (less commonly assessed with EOGs)

## Purpose of EOG Scores

The primary objectives of the EOG assessments include:

- Measuring student mastery of grade-specific standards
- Informing instruction and curriculum adjustments
- Providing data for school accountability
- Assisting parents and students in understanding academic progress

# Scoring System Overview

## How Are EOG Scores Calculated?

Student responses are scored using sophisticated algorithms that consider:

- Raw scores (number of correct answers)
- Item difficulty
- Test form variations

The raw scores are then converted into scaled scores, which facilitate comparison across different test administrations.

## Score Ranges and Proficiency Levels

North Carolina reports EOG results using a proficiency framework, typically categorized into four levels:

- Level 1: Below Standard
- Level 2: Approaching Standard
- Level 3: Meeting Standard
- Level 4: Exceeding Standard

These levels are aligned with state learning standards and determine student proficiency status.

# The 2014 EOG Score Range for North Carolina

## Understanding the 2014 Score Range

The 2014 EOG scores for North Carolina were structured around scaled scores with specific cut points for each proficiency level. These cut points are crucial for interpreting individual results and understanding what score ranges correspond to each proficiency level.

## Score Range Breakdown by Subject and Grade

| Subject | Grade | Level 1 (Below Standard) | Level 2 (Approaching Standard) | Level 3 (Meeting Standard) | Level 4 (Exceeding Standard) |

|---------|--------|-------------------------|-----------------------------|-------------------------|-----------------------------|

| Math | 3-8 | 0 ? 399 | 400 ? 419 | 420 ? 439 | 440 ? 500 |

| Reading | 3-8 | 0 ? 399 | 400 ? 419 | 420 ? 439 | 440 ? 500 |

| Science | 5 & 8 | 0 ? 399 | 400 ? 419 | 420 ? 439 | 440 ? 500 |

Note: The above ranges are approximate and based on the standard scoring system used during the 2014 assessment cycle. Exact cut scores may vary slightly depending on test forms and statistical equating.

## Interpreting the Score Ranges

- Below Standard (Level 1): Scores below approximately 400 indicate the student has not yet mastered grade-level standards.
- Approaching Standard (Level 2): Scores between roughly 400-419 suggest the student is close to proficiency but needs additional support.
- Meeting Standard (Level 3): Scores within 420-439 are indicative of proficiency, meaning the student has met grade-level expectations.
- Exceeding Standard (Level 4): Scores above 440 reflect superior understanding and mastery of standards.

# Implications of the 2014 Score Range

## Academic Benchmarks and Outcomes

The score ranges set in 2014 provided a clear benchmark for:

- Determining whether students are on track academically
- Identifying students requiring targeted interventions
- Recognizing high achievers for advanced placement or enrichment programs

## School and District Accountability

Statewide, performance data based on these ranges influenced:

- School report cards
- Funding allocations
- Policy decisions aimed at improving student outcomes

## Student and Parental Expectations

Understanding where a student?s score falls within these ranges helps parents:

- Advocate for additional resources or support
- Motivate students with tailored goals
- Track progress over time

# Evolution and Changes Since 2014

## Transition to New Standards

Since 2014, North Carolina has undergone several educational reforms, including alignment with the Common Core State Standards and subsequent assessments. These changes have impacted scoring scales and proficiency cut points.

### Adjustments in Score Ranges

- The 2014 score ranges were based on the old standards and testing frameworks.
- Modern assessments may feature different scaled scores and proficiency thresholds.
- However, the 2014 data remains valuable for longitudinal analysis and historical comparison.

### Understanding Historical Context

Comparing 2014 scores with more recent data requires awareness of the changes in standards, test formats, and scoring scales to ensure accurate interpretation.

## Strategies for Interpreting and Using the 2014 Score Range Data

### For Educators

- Use score ranges to identify students needing additional support
- Develop targeted instructional strategies based on proficiency levels
- Track cohort progress over multiple years

### For Parents and Students

- Understand the significance of each score range
- Set realistic goals for improvement
- Engage with teachers regarding specific areas of concern

### For Policy Makers

- Use aggregate data to inform statewide education policy
- Allocate resources effectively
- Monitor trends in student achievement over time

## Limitations and Considerations

- Score Range Variability: Slight variations in test forms may impact individual scores.
- Standards Changes: Aligning with evolving standards necessitates cautious comparison across years.
- Score Interpretation: Scores are one part of a comprehensive assessment; other factors like classroom performance and student engagement should also be considered.

## Conclusion

The EOG 2014 score range for North Carolina provides a vital snapshot of student achievement during that period, anchored around well-defined proficiency levels. Recognizing the significance of these score ranges allows educators, parents, and policymakers to better understand student performance, target interventions, and measure progress over time. While educational standards and assessments continue to evolve, historical data such as the 2014 score ranges remain essential for analyzing trends, setting benchmarks, and fostering continuous improvement in North Carolina?s education system.

Remember: A score within the 'meeting standard' range signifies proficiency, but ongoing support and personalized learning strategies are essential for sustained academic success.

QuestionAnswer What is the EOG 2014 score range for North Carolina students? The EOG 2014 score range for North Carolina students varies by grade and subject, typically ranging from Level 1 (Does Not Meet Expectations) to Level 5 (Exceeds Expectations), with specific numerical scores assigned to each level. How are EOG scores interpreted in North Carolina for 2014? In 2014, North Carolina EOG scores were interpreted based on performance levels, with Level 3 indicating proficiency, Levels 4 and 5 representing above proficient, and Levels 1 and 2 below proficient. Score ranges correspond to these levels. What was the passing score range for North Carolina EOG tests in 2014? The passing score range for North Carolina EOG tests in 2014 was generally set at Level 3 and above, meaning scores within the Level 3 range or higher indicated proficiency. How can I find the specific score range for my child's 2014 EOG results in North Carolina? You can find the specific score range for your child's 2014 EOG results by consulting the North Carolina Department of Public Instruction's archived score reports or contacting your child's school or district. Were there any changes in the EOG score ranges in North Carolina in 2014 compared to previous years? In 2014, North Carolina maintained consistent scoring and performance level definitions with previous years, though minor adjustments to scoring cut points may have occurred due to test revisions. How does the EOG score range impact student promotion decisions in North Carolina in 2014? In 2014, students scoring within the Level 3 range or higher on the EOG were generally considered proficient, which could impact promotion decisions, with students below this range possibly needing additional support. What subjects? EOG score ranges were available for North Carolina students in 2014? The primary subjects with EOG score ranges in 2014 included Reading/English Language Arts and Mathematics, with separate score ranges for each subject. How do the EOG score ranges correlate with school accountability in North Carolina for 2014? EOG

score ranges in 2014 were used to assess school performance levels, with higher proportions of students scoring at Level 3 or above contributing positively to school accountability ratings. Where can I access historical data on the EOG 2014 score ranges for North Carolina? Historical data on the EOG 2014 score ranges for North Carolina can be accessed through the North Carolina Department of Public Instruction's official website, archived reports, or educational data repositories.

**Related keywords:** EOG 2014 score range, North Carolina EOG scores, North Carolina standardized test scores 2014, North Carolina EOG grade levels, North Carolina testing scores 2014, EOG scoring system North Carolina, North Carolina elementary assessment scores, North Carolina EOG proficiency levels, North Carolina student performance 2014, North Carolina EOG score interpretation

# DOMAIN AND RANGE FROM GRAPH MULTIPLE CHOICE

**Domain and range from graph multiple choice** questions are essential tools in understanding the fundamental concepts of functions in mathematics. These questions help students and learners evaluate their ability to interpret graphs accurately and determine the set of possible inputs (domain) and outputs (range) of a function. Mastering this skill is crucial for progressing in algebra, calculus, and other advanced mathematical topics. In this article, we will explore the concepts of domain and range, how to identify them from graphs, and strategies for answering multiple-choice questions effectively.

## Understanding the Domain and Range of a Function

### What is the Domain?

The domain of a function is the complete set of all possible input values (usually represented by the variable x) for which the function is defined. In graphical terms, it corresponds to all the x-values that have at least one corresponding y-value on the graph.

### What is the Range?

The range of a function is the set of all possible output values (usually represented by y) that the function can produce. Graphically, it includes all the y-values that the graph attains for the x-values in the domain.

### Why are Domain and Range Important?

Understanding the domain and range is fundamental for:

- Identifying the behavior of functions
- Graphing functions accurately
- Solving equations and inequalities
- Applying functions to real-world problems

## How to Determine Domain and Range from Graphs

### Steps to Find the Domain

- Look at the graph horizontally to identify all x-values where the graph exists.
- Check for all the x-values over which the graph extends or is continuous.
- Note any restrictions, such as gaps, holes, or vertical asymptotes, which may limit the domain.

### Steps to Find the Range

- Observe the vertical extent of the graph.
- Identify the lowest and highest y-values that the graph attains.
- Consider any restrictions, such as gaps or asymptotes that limit the y-values.

### Common Graph Features Affecting Domain and Range

- **Vertical lines:** A vertical line intersecting the graph at more than one point indicates a non-function; in functions, vertical lines should only intersect once.
- **Holes and gaps:** These can restrict the domain or range
- **Asymptotes:** Vertical asymptotes restrict the domain, while horizontal asymptotes influence the range.
- **Boundedness:** If the graph is bounded above or below, it affects the range accordingly.

## Multiple Choice Questions on Domain and Range from Graphs

### Typical Structure of Questions

Multiple-choice questions often present a graph accompanied by several options for the domain and range. The task is to select the correct set(s) based on the graph.

Example Question:

Given the graph below, select the correct domain and range.

Options:

a) Domain: [-3, 2], Range: [0, 5]

b) Domain: (-?, ?), Range: (-?, ?)

c) Domain: [1, 4], Range: [2, 6]

d) Domain: [0, 3], Range: [1, 4]

Answer: Based on the graph, the student must analyze the x-values and y-values the graph covers to choose the correct option.

### Strategies for Answering Multiple Choice Questions Effectively

- **Visual Inspection:** Carefully observe the graph for the extremities of the curve.
- **Identify key points:** Find the minimum and maximum points vertically and horizontally.
- **Look for restrictions:** Note any holes, jumps, or asymptotes that limit the domain or range.
- **Eliminate incorrect options:** Use the process of elimination based on the visual clues.
- **Double-check:** Confirm that the selected options align with the graph's features.

## Examples of Domain and Range from Graph Multiple Choice Questions

### Example 1: Linear Function

Graph features: The line extends infinitely in both directions.

Question: What are the domain and range?

Options:

a) Domain: ?, Range: ?

b) Domain: [0, 10], Range: [2, 8]

c) Domain: (-?, 5], Range: [3, ?)

d) Domain: [1, 4], Range: [1, 4]

Answer: a) Domain: ?, Range: ?

Explanation: Since the line extends infinitely in both directions, the domain and range are all real numbers.

### Example 2: Quadratic Function

Graph features: Parabola opening upwards, vertex at (2, 1), extending infinitely to the left and right, with y-values from 1 upwards.

Question: Determine the domain and range.

Options:

a) Domain: ?, Range: [1, ?)

b) Domain: [0, 4], Range: [1, 5]

c) Domain: (-?, 2], Range: (-?, 1]

d) Domain: [2, 6], Range: [1, 4]

Answer: a) Domain: ?, Range: [1, ?)

Explanation: The parabola opens upward with vertex at (2, 1), extending infinitely horizontally, and y-values starting at 1 and increasing without bound.

## Common Mistakes and How to Avoid Them

- **Misinterpreting the graph:** Always verify the points and features rather than relying on assumptions.
- **Ignoring asymptotes:** Vertical asymptotes can restrict the domain; horizontal asymptotes impact the range.
- **Confusing bounded and unbounded graphs:** Recognize whether the graph extends infinitely or is limited.
- **Overlooking gaps or holes:** These can exclude certain x or y-values from the domain or

range.

## Conclusion

Understanding how to identify the domain and range from graphs is a vital skill in mathematics, especially when tackling multiple-choice questions. By visually analyzing the graph's features and applying systematic strategies, learners can accurately determine the sets of possible inputs and outputs for various functions. Practice with diverse graphs enhances this skill, leading to better performance in exams and a deeper comprehension of mathematical functions. Remember, always verify the graph's features carefully, pay attention to restrictions like asymptotes or holes, and eliminate incorrect options logically to arrive at the correct answer confidently.

Understanding Domain and Range from Graphs: A Comprehensive Guide to Multiple Choice Questions

When studying functions in mathematics, one of the fundamental concepts to master is domain and range. These terms describe the set of possible input values (domain) and output values (range) of a function. Often, students encounter questions asking them to determine the domain and range from a graph, especially in multiple-choice formats. Such questions test not only your understanding of the concepts but also your ability to analyze visual data accurately. This guide aims to provide a detailed breakdown of how to interpret a graph to find the domain and range, with strategies tailored for multiple-choice questions, ensuring you become confident in tackling these problems.

What Are Domain and Range?

Before diving into graphical analysis, it?s essential to clarify what domain and range mean in the context of functions.

The Domain

The domain of a function is the set of all possible input values (usually represented as x-values) for which the function is defined. In a graph, the domain corresponds to the horizontal extent of the graph?that is, all x-values where the graph exists.

The Range

The range is the set of all possible output values (usually represented as y-values) that the function can produce. On a graph, this corresponds to the vertical extent?covering all y-values the graph reaches or passes through.

Analyzing Graphs for Domain and Range

When faced with a graph and multiple-choice options, the key is systematic analysis. Here?s a step-by-step approach:

Step 1: Identify the Graph's Extent Horizontally (Domain)

- Look at the leftmost point of the graph to find the minimum x-value where the graph exists.
- Look at the rightmost point to find the maximum x-value.
- Check whether the graph extends infinitely in either direction (e.g., arrows at the ends), which indicates the domain is all real numbers or unbounded in that direction.
- Be aware of any gaps, holes, or interruptions that limit the domain.

Step 2: Identify the Graph's Extent Vertically (Range)

- Find the lowest y-value the graph reaches.
- Find the highest y-value the graph reaches.
- Determine if the graph continues infinitely upward or downward (e.g., asymptotes or arrows). If so, the range might be unbounded.
- Note any flat segments or points where the graph stops, which can restrict the range.

Step 3: Consider Special Features

- Closed vs. open circles: Closed circles mean that point is included in the domain or range; open circles mean the point is not included.
- Vertical or horizontal asymptotes: These can affect the domain or range, often implying that certain values are excluded.
- Intervals: Multiple disconnected parts of the graph may indicate a union of intervals for the domain or range.

Step 4: Match Your Findings to Multiple Choice Options

- Once you determine the possible set(s) for the domain and range, compare with the options.
- Remember that options may be expressed as intervals, unions, or inequalities.
- Be cautious about whether the endpoints are inclusive (closed circle) or exclusive (open circle).

Common Graph Features and How They Influence Domain and Range

Understanding typical graph features and their impact on domain and range can simplify analysis.

- Linear Graphs

- Extends infinitely in both directions unless restricted.
- Domain: All real numbers.
- Range: All real numbers.

- Quadratic (Parabolic) Graphs

- Opens upwards or downwards.
- Domain: All real numbers (since quadratic functions are defined everywhere).
- Range: Depending on the vertex, the range will be either y ? minimum or y ? maximum.

- Absolute Value Graphs

- V-shaped graph.
- Domain: All real numbers.
- Range: y ? value at the vertex (if vertex is minimum).

- Piecewise or Restricted Graphs

- May have limited x-intervals.
- Domain: Limited to the x-intervals where the graph exists.
- Range: Corresponds to the y-values over those x-intervals.

- Graphs with Asymptotes

- Vertical asymptotes suggest certain x-values are excluded (domain excludes these points).
- Horizontal asymptotes can influence the limits of the range.

Practical Tips for Multiple Choice Questions

- Eliminate obviously wrong options first. For example, if the graph clearly extends from x = -2 to x = 3, options suggesting otherwise can be discarded.
- Pay attention to inclusivity. Closed circles imply the endpoint is included in the domain or range, while open circles do not.
- Look for asymptotes or gaps. These features can restrict the domain or range.
- Check the behavior at the ends of the graph. Does it go to infinity, approach a finite value, or stop abruptly?
- Compare the y-values visually. Is the graph bounded above or below? Does it extend infinitely?

Examples

Example 1: Graph with a Closed Circle at x = -3 and an Arrow to the Right

- Observation: The graph starts at x = -3 with a closed circle and extends infinitely to the right.
- Domain: x ? -3
- Range: Depending on the graph's vertical extent, e.g., y from 1 to infinity.
- Multiple-choice match: Look for options like [-3, ?) for domain and [1, ?) for range.

Example 2: Parabola Opening Up with Vertex at (0, 2)

- Observation: The parabola opens upward, vertex at (0, 2).
- Domain: All real numbers.
- Range: y ? 2.
- Multiple-choice match: Domain: (??, ?); Range: [2, ?).

Example 3: Graph with a Vertical Asymptote at x = 2

- Observation: The graph approaches but does not touch x = 2.
- Domain: All real x except x = 2.
- Range: depends on the behavior of the graph, perhaps all real y-values.
- Multiple-choice match: Domain: (??, 2) ? (2, ?).

Practice Strategies

- Use the graph's key features to quickly identify the extent of the domain and range.
- Translate visual cues into interval notation or inequalities.
- Be mindful of whether endpoints are included or excluded.

- Confirm your interpretation by checking the behavior at critical points.

Conclusion

Mastering domain and range from graph multiple choice questions requires a blend of conceptual understanding and careful visual analysis. By systematically examining the horizontal and vertical extents of a graph, noting features like asymptotes, holes, and the nature of the graph (bounded or unbounded), you can confidently select the correct options. Practice with various types of graphs enhances your ability to quickly interpret and analyze these visual representations, turning what might seem complex into straightforward problem-solving. Remember, the key lies in detailed observation and logical deduction?skills that are essential not just for exams but for a deep understanding of functions in mathematics.

QuestionAnswer What does the domain of a graph represent? The set of all possible x-values (input values) for which the graph is defined. How can you determine the range of a function from its graph? By identifying all the y-values that the graph attains or approaches. Which of the following is the correct domain for a graph that exists from x = -3 to x = 5? A) [-3, 5] B) (-?, ?) C) (??, 5] D) [?3, ?) If a graph is a parabola opening upward with vertex at (0, -2), what is the range? B) [-2, ?) A graph shows a horizontal line at y = 4 for all x-values. What is the range? A) {4} Which of these options best describes the domain of a function that is only defined between x = 1 and x = 7? C) [1, 7] From the graph, which is the correct way to find the range? By looking at the lowest and highest y-values the graph reaches or approaches. A graph shows a circle centered at (2, -3) with radius 3. What is the domain? B) [?1, 5] Which of the following best describes how to find the domain and range from a graph? Identify all x-values and y-values that the graph covers, including any open or closed intervals.

**Related keywords:** domain, range, graph, multiple choice, coordinates, x-axis, y-axis, functions, interval, values

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