

Name _____

Performance Task

Pick one of the ten frames and circle it.



1. Write the number it shows.

2. How many counters would you have to add to make 10?

3. Write an equation using your ten frame

_____ + _____ = _____



4. Fill in your own 10 frame and write an equation about it.



_____ + _____ = _____



5. Write a sentence about your ten frame.

Geometry Performance Task Grade 1

S. Syngellakis



Geometry Performance Task Grade 1:

Performance Tasks and Rubrics for High School Mathematics Charlotte Danielson, Elizabeth Marquez, 2016-03-02 Performance tasks are highly effective tools to assist you in implementing rigorous standards But how do you create evaluate and use such tools In this bestselling book educational experts Charlotte Danielson and Elizabeth Marquez explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the high school level You ll learn how to Evaluate the quality of performance tasks whether you ve written them yourself or found them online Use performance tasks for instructional decision making and to prepare students for summative assessments Create your own performance tasks or adapt pre made tasks to best suit students needs Design and use scoring rubrics to evaluate complex performance tasks Use your students results to communicate more effectively with parents This must have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics along with samples of student work Additionally downloadable student handout versions of all the performance tasks are available as free eResources from our website www.routledge.com 9781138906990 so you can easily distribute them to your class

A Local Assessment Toolkit to Promote Deeper Learning Karin Hess, 2018-02-28 For years educators have turned to the Hess Cognitive Rigor Matrices CRM when it comes to assessment Now for the first time the modules are packaged into one resource to help teachers evaluate the quality and premise of their current assessment system *New Approaches to Assessment in Science and Mathematics*, 1997

Designing Authentic Performance Tasks and Projects Jay McTighe, Kristina J. Doubet, Eric M. Carbaugh, 2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering the curriculum *Designing Authentic Performance Tasks and Projects* provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing *Designing Assessment for Mathematics* Eileen Depka, 2007-05-31 Clearly demonstrates how to design rubrics for math a content area that

desperately needs support The use of rubrics combined with performance tasks helps educators teach math at a higher more engaging level A must have book for all educators seeking to build a strong thinking based math program Lee Ann Cervini Principal Holley Elementary School NY Makes a distinct contribution to the field Not only does the text clearly explain how to create rubrics and performance tasks in a step by step manner each chapter also provides an example for immediate use in the classroom Marcia Carlson Sixth Grade Teacher Crestview Elementary School Clive IA Enhance students understanding of math concepts through rubrics and hands on learning Teaching mathematics in today s world requires practices and procedures integrated with performance tasks that actively involve students In this second edition of Designing Rubrics for Mathematics Eileen Depka clarifies the purpose of rubrics in math instruction and illustrates the relationship between assessment rubrics and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics 2000 Each chapter in this research based updated edition offers easy to use strategies suggestions creative sample problems and tasks to engage students in hands on learning while allowing them to have fun in the process With two new chapters focused on communication to deepen students understanding of math concepts and using rubric data to improve instruction this resource provides teachers with Reflective activities to use with students for metacognitive processing Strategies for creating standards linked rubrics plus samples Tips for differentiating performance tasks How to s for student created rubrics Internet resource links for rubric development mathematical focal points and standards Designing Assessment for Mathematics Second Edition demonstrates how to drive instruction and successfully boost achievement levels by providing students with experiences that impact their learning and performance **Performance Assessment Sampler** ,1993

ENC Focus ,1997 Resources in Education ,1999-04 Student Work and Teacher Practices in Mathematics ,1999

Abstract Mathematical Cognition Wolfgang Grodd,Philippe Chassy,2016-08-09 Despite the importance of mathematics in our educational systems little is known about how abstract mathematical thinking emerges Under the uniting thread of mathematical development we hope to connect researchers from various backgrounds to provide an integrated view of abstract mathematical cognition Much progress has been made in the last 20 years on how numeracy is acquired Experimental psychology has brought to light the fact that numerical cognition stems from spatial cognition The findings from neuroimaging and single cell recording experiments converge to show that numerical representations take place in the intraparietal sulcus Further research has demonstrated that supplementary neural networks might be recruited to carry out subtasks for example the retrieval of arithmetic facts is done by the angular gyrus Now that the neural networks in charge of basic mathematical cognition are identified we can move onto the stage where we seek to understand how these basics skills are used to support the acquisition and use of abstract mathematical concepts **Harcourt Math, Grade 1** HSP,2002 Mathematics program for grades K 6 provides focused instruction on key skills comprehensive assessment targeted intervention and practice for mastery and retention **Educational Research Primer** Anthony Picciano,2004-10-18 An

accessible guide designed as an introduction to educational research and statistics Dr Picciano places especial emphasis on understanding and interpreting statistical procedures rather than on working with mathematical formulae The primer covers the main areas of concern to any student embarking on a research project such as how to locate material for research purposes how to plan a research project how to conduct various types of research as well as how to use research in educational practice The primer is brought to life with numerous examples from Dr Picciano s workshops which demonstrate how to interpret various statistical routines using statistical software packages *Mathematics 2003 and 2005: performance in Puerto Rico, highlights ,2007*

Retrofitting of Heritage Structures S. Syngellakis,2013 The preservation of heritage architecture is a cultural objective rigorously pursued by communities and nations wishing to promote their history civilisation and aesthetic achievements Structures built in the remote past by traditional methods have suffered the consequences of extreme loading events such as earthquakes over long time periods Retrofitting is an approach based on recent technological developments and scientific knowledge whereby modern construction methods and materials are applied to the repair and strengthening of historical structures This book aims to inform on current retrofitting techniques their application to various types of historical architecture and their effectiveness to fulfil their purpose Retrofitted structural forms covered in the book vary widely from age old places of worship such as churches mosques and temples as well as castles and palaces to more modern distinguished private residences or public buildings some of them designed by well known architects Their methods of construction range from traditional such as stone or brick masonry to more recent textile block systems and even reinforced concrete frameworks Reference is made to detailed visual inspections of damaged structure providing valuable insight into possible causes of failure such inspections are usually combined with material characterisation which is an essential input to numerical modelling for assessing the behaviour of the structure before and after retrofitting The book describes strengthening techniques for masonry walls including re pointing injection grouting and the use of steel ties The use of reinforced concrete is proposed in the form of cast in place walls jackets or tie beams that of carbon fibre reinforced laminates for strengthening walls and slabs Innovative use of materials such as shape memory alloys self compacting concrete or thin lead layers is also suggested Particular attention is given to methods for moderating the consequences of destructive earthquakes Seismic energy absorbing devices and base isolation systems are two effective means of providing protection against future seismic events although their application is often met with many technical challenges in practice Retrofitting of Heritage Structures Against Earthquakes will be of interest to members of academic institutions government or private cultural preservation establishments and specialist consultant engineers The book contains very practical technical advice on many issues this would be of considerable interest to construction companies specialising in repairs and maintenance of historical structures **Resources in Education** ,1992

Assessment that Informs Practice ,2000 **Research in Education** ,1973 *Visualizing Mathematics* Kelly S.

Mix, Michael T. Battista, 2018-12-07 This unique volume surveys recent research on spatial visualization in mathematics in the fields of cognitive psychology and mathematics education The general topic of spatial skill and mathematics has a long research tradition but has been gaining attention in recent years although much of this research happens in disconnected subfields This volume aims to promote interaction between researchers not only to provide a more comprehensive view of spatial visualization and mathematics but also to stimulate innovative new directions in research based on a more coordinated effort It features ten chapters authored by leading researchers in cognitive psychology and mathematics education as well as includes dynamic commentaries by mathematics education researchers on cognitive psychology chapters and by cognitive psychologists on mathematics education chapters Among the topics included From intuitive spatial measurement to understanding of units Spatial reasoning a critical problem solving tool in children s mathematics strategy tool kit What processes underlie the relation between spatial skill and mathematics Learning with and from drawing in early years geometry Communication of visual information and complexity of reasoning by mathematically talented students Visualizing Mathematics makes substantial progress in understanding the role of spatial reasoning in mathematical thought and in connecting various subfields of research It promises to make an impact among psychologists education scholars and mathematics educators in the convergence of psychology and education **Teaching Children Mathematics** ,2008-08

SB 662, a New Statewide Student Assessment System Karen Lowrey,1992

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