

CONSTRUCTED RESPONSE TASK

Name: _____

Date: _____

There were three boxes of fruit at the farmer's market. The oranges were \$4 per box. The apples were \$6 per box. The peaches were \$7 per box. My mom thought that it would be less money to buy 3 boxes of peaches. My dad thought it would be less money to buy 5 boxes of oranges. My sister thought it would be less money to buy 3 boxes of apples. Who is correct? How do you know?

Show your work.

Answer:

Explanation:

Extended Constructed Response Questions 3rd Grade

Thirumalaisamy P.
Velavancorresponding



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Understanding and Using Reading Assessment, K-12, 3rd Edition Peter Afflerbach, 2017-12-20 Why do we assess reading What do we assess when we assess reading How where and when do we assess reading Reading instruction and assessment expert Peter Afflerbach addresses these questions and much more in the 3rd edition of Understanding and Using Reading Assessment K 12 Using the CURRV model to evaluate reading assessment methods including reading inventories teacher questioning performance assessment and high stakes reading tests Afflerbach considers the consequences and usefulness of each method the roles and responsibilities of key stakeholders and the reliability and validity of the assessments In addition he examines four important but often overlooked aspects of reading assessment Assessment accommodation for English language learners and students with special needs Assessment of noncognitive aspects of reading such as motivation engagement self concept and self efficacy The use of formative and summative assessment The importance of self assessment in building reading independence The book provides detailed case studies from all grade levels to illustrate reading assessment done well It also includes 15 reproducible forms and checklists that teachers and administrators can use to optimize their reading assessment efforts Students are expected to read increasingly complex texts and to complete increasingly complex reading related tasks to demonstrate their growth as readers This book offers teachers and administrators alike a clear path to helping students meet those expectations This book is a co publication of ASCD and ILA New to the 3rd edition New chapter Formative and Summative Assessment Three significantly revised chapters Performance Assessment Assessment Accommodation for English Learners and Students With Special Needs Accommodation and Reading Assessment in 2nd edition Assessing the Other Important Noncognitive Aspects of Reading Fifteen reproducible and downloadable forms and checklists

Grading the Nation's Report Card National Research Council, Commission on Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on the Evaluation of National and State Assessments of Educational Progress, 1999-01-23 Since the late 1960s the National Assessment of Educational Progress NAEP the nation's report card has been the only continuing measure of student achievement in key subject areas Increasingly educators and policymakers have expected NAEP to serve as a lever for education reform and many other purposes beyond its original role *Grading the Nation's Report Card* examines ways NAEP can be strengthened to provide more informative portrayals of student achievement and the school and system factors that influence it The committee offers specific recommendations and strategies for improving NAEP's effectiveness and utility including Linking achievement data to other education indicators Streamlining data collection and other aspects of its design Including students with disabilities and English language learners Revamping the process by which achievement levels are set The book explores how to improve NAEP framework documents which identify knowledge and skills to be assessed with a clearer eye toward the inferences that will be drawn from the results What should the nation expect from NAEP What should NAEP do to meet these

expectations This book provides a blueprint for a new paradigm important to education policymakers professors and students as well as school administrators and teachers and education advocates Content Area Literacy for Diverse Learners Virginia McCormack,2008 contains useful information and concepts that teachers can apply in the classroom and other instructional settings There is also a detailed resource section listing children s literature and websites that can enhance your instructional practice This helpful and comprehensive resource can be used by preservice teachers by experienced teachers and administrators for development of staff at all levels and by individuals in Alternate Route Teacher Certification programs Page 4 of cover

NAEP 1992 Mathematics State Report for New York National Assessment of Educational Progress, Princeton, NJ.,1993 In 1990 the National Assessment of Educational Progress NAEP included a Trial State Assessment which for the first time in the NAEP s history made voluntary state by state assessments This 1992 mathematics report marks the first attempt of the National Center for Education Statistics NCES to shift to standards based reporting of National Assessment statistics NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks in other words how much students should know The 1992 assessment covered six mathematics content areas 1 numbers and operations 2 measurement 3 geometry 4 data analysis statistics and probability 5 algebra and functions and 6 estimation In the District of Columbia 2 399 fourth grade students in 107 public schools and 1 816 eighth grade students in 35 public schools were assessed This report describes the mathematics performance of District of Columbia fourth and eighth grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation The distribution of the results are provided for subpopulations of students including race ethnicity type of community advantaged disadvantaged urban extreme rural and other parents education level gender and content area performance To provide a context for understanding students mathematics proficiency students their mathematics teachers and principals completed questionnaires which focused on what are students taught curriculum coverage homework and instructional emphasis how is mathematics instruction delivered resources collaborating in small groups using mathematical objects and materials how are calculators and computers used access and use of calculators availability of computers and when to use a calculator who is teaching mathematics educational background and conditions beyond school that facilitate mathematics learning and teaching amount of reading materials in the home hours of television watched per day student absenteeism and students perceptions of mathematics The average proficiency of fourth grade students in District of Columbia on the NAEP mathematics scale was 191 compared to 217 nationwide for District of Columbia eighth grade students the average proficiency was 234 compared to 266 nationwide ASK

Mathematics John A. Dossey,Association for Supervision and Curriculum Development,1999

Teacher-Made Assessments Christopher Gareis,Leslie W. Grant,2015-03-24 Assessment is not only a measure of student learning but a means to student learning This bestselling book guides you in constructing

and using your own classroom assessments including tests quizzes essays and rubrics to improve student achievement You will learn how to weave together curriculum instruction and learning to make assessment a more natural useful part of teaching Find out how to ensure your assessments are fair reliable and valid construct assessments that meet the level of cognitive demand expected of students create select response items and understand technology enhanced items that are increasingly being used on assessments use constructed response items and develop scoring criteria such as rubrics and analyze student results on assessments and use feedback more effectively This second edition features updated examples that reflect the Common Core State Standards as well as other content standards and new useful samples of teacher friendly techniques for strengthening classroom assessment practices No matter what grade level or subject area you teach this practical book will become your go to resource for designing effective assessments

Using Understanding by Design in the Culturally and Linguistically Diverse Classroom Amy J. Heineke, Jay McTighe, 2018-07-11 How can today's teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels How can they design units and lessons that support English learners in language development and content learning simultaneously Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization Readers will learn the components of the UbD framework the fundamentals of language and language development how to use diversity as a valuable resource for instruction by gathering information about students background knowledge from home community and school how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills and how to assess in ways that enable language learners to reveal their academic knowledge Student profiles real life classroom scenarios and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms Combining these practical examples with findings from an extensive research base the authors deliver a useful and authoritative guide for reaching the overarching goal ensuring that all students have equitable access to high quality curriculum and instruction

Teaching Adolescents with Learning Disabilities Donald D. Deshler, Edwin S. Ellis, B. Keith Lenz, 1996 Offers the instructional approach that emphasizes thinking processes self regulation and problem solving This text presents a range of general strategies that can be applied to various content areas It contains information on memory note taking test taking social skills transition and collaborative skills

Proceedings of 3rd Annual Solar Heating and Cooling Research and Development Branch Contractors' Meeting, September 24-27, 1978, Washington, D.C. , 1979

Journal of Interdisciplinary Science Topics, Volume 3 Cheryl Hurkett, 2014-05-30 The Journal of Interdisciplinary Science Topics JIST forms part of the Science in Content module in the third year of both the BSc and MSci Interdisciplinary Science degrees It is intended to provide students with hands on

experience of and insight into the academic publishing process The activity models the entire process from paper writing and submission refereeing other students papers sitting on the editorial board that makes final decisions on the papers to finally publishing in an online journal This book is a compilation of the papers written by undergraduate students that were published during the 2013 2014 academic year *Resources in education* ,1987-03 **Journal of Interdisciplinary Science Topics, Volume 2** Cheryl Hurkett,2014-05-30 The Journal of Interdisciplinary Science Topics JIST forms part of the Science in Content module in the third year of both the BSc and MSci Interdisciplinary Science degrees It is intended to provide students with hands on experience of and insight into the academic publishing process The activity models the entire process from paper writing and submission refereeing other students papers sitting on the editorial board that makes final decisions on the papers to finally publishing in an online journal This book is a compilation of the papers written by undergraduate students that were published during the 2012 2013 academic year **Cincinnati Magazine** ,2003-04 Cincinnati Magazine taps into the DNA of the city exploring shopping dining living and culture and giving readers a ringside seat on the issues shaping the region Journal of Interdisciplinary Science Topics, Volume 7 Cheryl Hurkett,2018-05-18 The Journal of Interdisciplinary Science Topics JIST forms part of the Interdisciplinary Research Journal module in the third year of both the BSc and MSci Natural Science degrees It is intended to provide students with hands on experience of and insight into the academic publishing process The activity models the entire process from paper writing and submission refereeing other students papers sitting on the editorial board that makes final decisions on the papers to finally publishing in an online journal This book is a compilation of the papers written by undergraduate students that were published during the 2017 2018 academic year Journal of Interdisciplinary Science Topics, Volume 5 Cheryl Hurkett,2016-06-03 The Journal of Interdisciplinary Science Topics JIST form part of the Interdisciplinary Research Journal module in the third year of both the BSc and MSci Interdisciplinary Science degrees It is intended to provide students with hands on experience of and insight into the academic publishing process The activity models the entire process from paper writing and submission refereeing other students papers sitting on the editorial board that makes final decisions on the papers to finally publishing in an online journal This book is a compilation of the papers written by undergraduate students that were published during the 2015 2016 academic year *Popular Mechanics* ,2000-01 Popular Mechanics inspires instructs and influences readers to help them master the modern world Whether it s practical DIY home improvement tips gadgets and digital technology information on the newest cars or the latest breakthroughs in science PM is the ultimate guide to our high tech lifestyle

Journal of Interdisciplinary Science Topics, Volume 6 Cheryl Hurkett,2017-06-09 The Journal of Interdisciplinary Science Topics JIST forms part of the Interdisciplinary Research Journal module in the third year of both the BSc and MSci Natural Science degrees It is intended to provide students with hands on experience of and insight into the academic publishing process The activity models the entire process from paper writing and submission refereeing other students

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