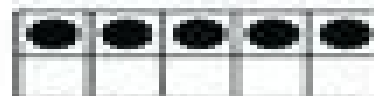


Name _____

Performance Task

Pick one of the ten frames and circle it.



1. Write the number it shows.

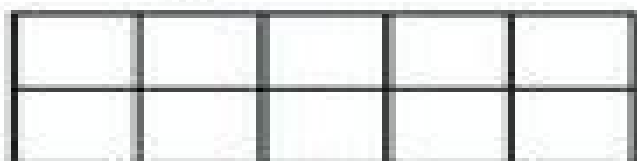
2. How many counters would you have to add to make 10?

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.

High School Common Core Math Performance Tasks

Tao Wei



High School Common Core Math Performance Tasks:

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

Teaching to the Math Common Core State Standards F. D. Rivera, 2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and traditional pathway Algebra I portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The Common Core state content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a

proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond including future careers

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

Getting Ready for College, Careers, and the Common Core David T. Conley, 2013-10-07 Create programs that prepare students for college careers and the new and challenging assessments of the Common Core State Standards Written for all educators but with an emphasis on those at the secondary level this important resource shows how to develop programs that truly prepare students for both the Common Core assessments and for college and career readiness Based on multiple research studies conducted by Conley as well as experience he has gained from working with dozens of high schools that succeed with a wide range of students the book provides specific strategies for teaching the CCSS in ways that improve readiness for college and careers for the full range of students Draws from research based models for creating programs for high school students that will ensure readiness for tests and for college and beyond Includes strategies and practices for teachers to help students develop postsecondary preparedness Is the third in a series of books on readiness written by David Conley including *College Knowledge* and *College and Career Ready Teachers* can use this valuable resource to understand the big picture behind the Common Core State Standards how to teach to them in ways that prepare students for new challenging assessments being implemented over the next few years and more importantly how to help all students be ready for learning beyond high school

Beyond the Bubble Test Linda Darling-Hammond, Frank Adamson, 2014-05-14 Performance assessment is a hot topic in school systems and educators continue to analyze its costs benefits and feasibility as a replacement for high stakes testing Until now researchers and policymakers have had to dig to find out what we know and what we still have to learn about

performance assessment Beyond the Bubble Test How Performance Assessments Support 21st Century Learning synthesizes the latest findings in the field and not a moment too soon Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy Instead teachers need to engage students in deeper learning assessing their ability to use higher order skills Skills like synthesizing information understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams Examples in Beyond the Bubble Test paint a useful picture of how schools can begin to supplement traditional tests with something that works better This book provides new perspectives on current performance assessment research plus an incisive look at what is possible at the local and state levels Linda Darling Hammond with a team of leading scholars bring together lessons learned new directions and solid recommendations into a single readily accessible compendium Beyond the Bubble Test situates the current debate on performance assessment within the context of testing in the United States This comprehensive resource also looks beyond our U S borders to Singapore Hong Kong and other places whose reform mindedness can serve as an example to us Jessica Kanold-McIntyre,Matthew R. Larson,2015-01-28 Focus your curriculum to heighten student achievement Learn 10 high leverage team actions for grades 6 8 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction Examine how to most effectively reflect on assessment results and prepare for the next unit of instruction Assessing the Common Core: What's Gone Wrong--And How to Get Back on Track Robert C. Calfee,Kathleen M. Wilson,2016-02-02 From distinguished educators this book imagines what our schools could look like if an authentic vision of the Common Core State Standards CCSS were put in place and thoughtfully critiques how and why implementation has faltered The authors outline a curriculum framework that focuses on student based inquiry and the use of formative assessment to monitor and guide student learning They provide workable innovative alternatives to the packaged instructional programs and summative tests that have come to be associated with the English language arts ELA standards Vignettes of diverse schools and districts highlight a range of successful approaches to making the CCSS work Juli K. Dixon,Thomasina Lott Adams,2014-10-09 Focus your curriculum to heighten student achievement Learn 10 high leverage team actions for grades K 5 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction Examine how to most effectively reflect on assessment results and prepare for the next unit of instruction Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards

determine learning targets define proficiency learn how to design rigorous assessments and more **The Common Core Standards** Jared T. Bigham, EdD, 2015-02-03 In an effort to ensure that all U S students are equally prepared for college and careers new academic standards for Kindergarten through 12th grade have been established and adopted by nearly every state Idiot s Guides The Common Core Standards helps parents students teachers and administrators understand the details of this historic initiative An outline of what makes these standards different from previous statewide standards a grade level breakdown of the standards for English math and other subject areas details of how students learning will change under the Common Core ways parents can help students at home information on the assessments that students will take and answers to the most commonly asked questions are all included Common Formative Assessments 2.0 Larry Ainsworth, Donald Viegut, 2014-11-14 Assessments that improve the speed and quality of learning fully updated for teacher teams In this expanded all new edition author Larry Ainsworth provides a system of intentionally aligned components standards instruction assessments and data analysis that all work together to improve student learning Readers will learn to Build the highway to aligned assessments Decide the learning intentions and student success criteria for a unit of study Evaluate and revise assessment questions for quality Plan the learning progressions for students to attain the learning intentions Create quick progress checks to coincide with the learning progressions Use assessment results as feedback to adjust instruction and student learning strategies Upgrade your CFAs using CFA 2 0 CFA 2 0 is so much more than assessment design It shows teachers how they can intentionally align standards instruction assessment and data analysis in every unit of study

Cracking the Common Core William E. Lewis, Sharon Walpole, Michael C. McKenna, 2013-11-25 This book guides teachers in grades 6 12 to strategically combine a variety of texts including literature informational texts and digital sources to meet their content area goals and the demands of the Common Core State Standards CCSS It presents clear cut ways to analyze text complexity design challenging text sets and help students get the most out of what they read Provided are practical instructional ideas for building background knowledge promoting engagement incorporating discussion and text based writing and teaching research skills Appendices offer sample unit plans for English language arts history social studies and science classrooms More than 20 reproducible coaching templates and other tools can be downloaded and printed in a convenient 8 1 2 x 11 size **Teaching Secondary and Middle School Mathematics** Daniel J. Brahier, 2024-01-22

Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used

to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com

9781032472867 *A Collection of Performance Tasks & Rubrics: High School Mathematics* Charlotte Danielson, Elizabeth Marquez, 2014-05-22 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics *Common Core Mathematics in a PLC at Work®*, *Leader's Guide* Timothy D. Kanold, 2012-06-15 This leader companion to the grade level teacher guides illustrates how to sustain successful implementation of the Common Core State Standards for mathematics Discover what students should learn and how they should learn it Comprehensive research affirmed analysis tools and strategies will help collaborative teams develop and assess student demonstrations of deep conceptual understanding and procedural fluency **Math Know-How** Thomasenia Lott Adams, Joanne LaFramenta, 2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all To engage students in more meaningful ways To provide the tools you need to increase students understanding of key mathematical concepts All at the same time Math coaches

Thomasenia Lott Adams and Joanne LaFramenta have just written it With the help of this book you ll be armed with the know how to employ strategies to achieve the CCSS especially the Mathematical Practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately *The Common Core, an Uncommon Opportunity* Judith K. March, Karen H. Peters, 2013-10-29 Because the Common Core requires bold action Why The Common Core an Uncommon Opportunity Why now Because it tackles a largely overlooked component of successful implementation how to redesign your instructional delivery system K 12 And you ll have to if you don t you ll be subject to the very same failure and frustration so many other districts and schools are experiencing What s more March and Peters describe how to integrate 21st Century Skills at the very same time What are the big benefits of this book If you re a district leader it will help you Develop consistent and structured teaching and learning practices across content areas Ensure sustainable processes through continuous curriculum review and revision Strategically use data to monitor student performance goals Support and sustain enacted reforms through district wide infrastructure adjustments Provide teachers with Common Core aligned course tools including sample curriculum maps lessons and specific teaching suggestions There s no need to start from scratch or attempt to reinvent the wheel March and Peters have done much of the prep for you Their processes and tools have already worked in numerous districts and they can be custom fit to yours This system helped us not only re invent ourselves but also build the internal capacity we needed to maintain our momentum This book is a must for any district that is serious about taking advantage of the Common Core to re invent itself Connie Hathorn Ph D Superintendent Youngstown City School District Few books offer such deep and specific information to assist the field in successful implementation of the Common Core and state learning standards This book is a gift to practitioners of all levels and those practicing in any type of school or district Dr Lynn Macan Cobleskill Richmondville CSD Next Generation Assessment Linda Darling-Hammond, 2014-07-16 A forward thinking look at performance assessment in the 21st century Next Generation Assessment Moving Beyond the Bubble Test to Support 21st Century Learning provides needed answers to the nation s growing concerns about educational testing in America Drawing on research and the experiences of leading states and countries this new book examines how performance assessments can offer a feasible alternative to current high stakes tests As parents educators and policymakers have increasingly criticized the effects of the teaching to the test mandate from the No Child Left Behind Act the need for this resource has never been more critical This summary volume to Beyond the Bubble Test speaks to the nationwide unease about current tests focus on low level skills like recalling and restating facts rather than higher order skills such as problem solving analyzing and synthesizing information It illustrates how schools can use authentic assessments to improve teaching and learning as they involve students in conducting research designing investigations developing products and solutions using technology and communicating their ideas in many forms This important book Serves as a must have resource for those interested in the most current research about how to create

valid and reliable performance assessments Explains how educators can improve practice by developing using and scoring performance assessments Helps policymakers and educators accurately assess the benefits and possibilities of adopting performance assessments nationally If you re an educator researcher graduate student district administrator or education policy specialist Next Generation Assessment is an indispensable resource you ll turn to again and again

A Guide to Detracking Math Courses Angela Torres, Ho Nguyen, Elizabeth Hull Barnes, Laura Wentworth, 2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district s mathematics education and also provides practical information to help students in a detracked system thrive

A Teacher's Guide to Using the Common Core State Standards With Mathematically Gifted and Advanced Learners National Assoc For Gifted Children, Gail R. Ryser, Susan Assouline, 2021-09-23 A Teacher s Guide to Using the Common Core State Standards in Mathematics provides teachers and administrators with practical examples of ways to build a comprehensive coherent and continuous set of learning experiences for gifted and advanced students It describes informal traditional off level and 21st century math assessments that are useful in making educational decisions about placement and programming Featuring learning experiences for each grade within one math progression the book offers insight into useful ways of both accelerating and enriching the CCSS mathematics standards Each of the learning experiences includes a sequence of activities implementation examples and formative assessments Specific instructional and management strategies for implementing the standards within the classroom school and school district will be helpful for both K 12 teachers and administrators

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