

Name _____

Performance Task

Pick one of the ten frames and circle it.

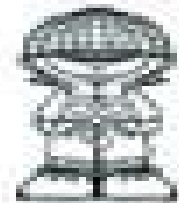


1. Write the number it shows.

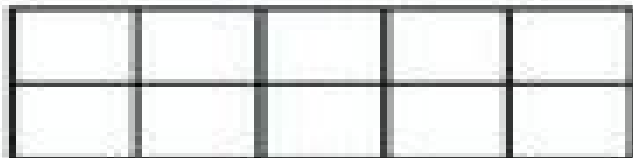
2. How many counters would you have to add to make 10?

3. Write an equation using your ten frame

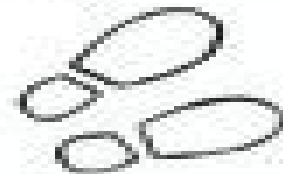
_____ + _____ = _____



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



_____ + _____ = _____



5. Write a sentence about your ten frame.

Performance Tasks For First Graders

G Psacharopoulos



Performance Tasks For First Graders:

A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics **Assessing and Teaching Reading Comprehension and Writing, K-3** K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company

Performance Tasks and Rubrics for Early Elementary Mathematics Charlotte Danielson, Pia Hansen, 2016-02-26

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 Pia Hansen explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the early elementary 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/97811389069891 so you can easily distribute them to your class **A Collection of Performance Tasks & Rubrics: Primary Mathematics** Pia Hansen, Charlotte

Danielson, 2013-11-12 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in primary school school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics Designing and Using Performance Tasks Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you re ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation **Assessing and Teaching Reading Composition and**

Writing, K-3, Vol. 2 K. Michael Hibbard, 2013-09-13 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students Assessing Performance Robert L. Johnson, James A. Penny, Belita Gordon, 2008-10-10 A comprehensive resource for assessment practitioners this book provides step by step guidance for developing administering scoring and validating a range of performance tasks including literacy and other types of proficiency assessments The authors explore how to

establish the purpose of the assessment and how to develop scoring tools train raters reduce rater bias review scores and report results and use item level and test level analyses to optimize reliability and validity Clearly written and well organized the book includes many practical examples and accessible explanations of concepts and statistical procedures It encompasses the breadth of applications of performance assessment today from educational testing and the credentialing of professionals to research and program evaluation User friendly features include Checklists of activities to complete at each stage of a performance assessment End of chapter questions to facilitate self study Annotated suggestions for further reading A quick reference glossary of terms Examples drawn from multiple educational and professional licensure contexts

Environmental Health Perspectives ,1993 **Assess and Teach 3-5 Vol 3** K. Michael Hibbard,2019-01-22 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to students Included in this series are 98 performance tasks 196 assessment lists 18 holistic rubrics 30 analytic rubrics 88 graphic organizers all of which support the development of reading comprehension as defined by the National Assessment of Education Progress NAEP and is in line with the objectives of the No Child Left Behind legislation Over 100 children s books are referenced including those leveled by the Fountas and Pinnell System First published in 2003 Routledge is an imprint of Taylor Francis an informa company Developing Parent & Community Understanding of Performance-based Assessment Kathryn Anderson Alvestad,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Dyslexia** Valéria Csépe,2003 Dyslexia Different Brain Different Behavior is intended for anyone with an interest in how processing deficits of the developing human brain may contribute to failures in reading and spelling Readers will learn about how different brain activity measures may help to understand the complexity of language specific and domain general functions underlying reading how atypical brain structures may be responsible for failures in the reading performance and how the brain activity pattern of dyslexics may change from childhood to adulthood Dyslexia Different Brain Different Behavior is a valuable resource for researchers graduate students educators and other professionals in the fields of psycholinguistics speech pathology neuropsychology cognitive development educational psychology school psychology developmental psychology child development and language acquisition The Adventures of Super3 Annette C.H. Nelson,Danielle N. DuPuis,2010-07-26 This book offers the most dynamic simplest way to teach students the concept of the Super3 enabling them to effortlessly remember and apply it to their educational or everyday life Information literacy and effective problem solving are increasingly important skills for students to have The Super3 strategy of plan do and review created by Mike Eisenberg and Bob Berkowitz brought information literacy to young children and made an abstract concept easy to understand and apply Now this book can revolutionize the way teachers teach the concept of the Super3 for outstanding results in both the classroom and school library environment The Adventures of Super3 A Teacher s Guide to Information Literacy for Grades K 2 contains a collection

of dynamic lesson plans that library media specialists or classroom instructors can use to teach problem solving strategies to children in kindergarten through second grade Problems range from finding the meaning of a word to picking the right pet for a family Each lesson contains performance objectives lesson time frame engagement activities closure assessment and suggested children s literature Also included are printable materials for each lesson and a DVD with two entertaining animated shorts

Constructing Science Deena Skolnick Weisberg, David M. Sobel, 2022-09-20 An examination of children s causal reasoning capacities and how those capacities serve as the foundation of their scientific thinking Young children have remarkable capacities for causal reasoning which are part of the foundation of their scientific thinking abilities In *Constructing Science* Deena Weisberg and David Sobel trace the ways that young children s sophisticated causal reasoning abilities combine with other cognitive metacognitive and social factors to develop into a more mature set of scientific thinking abilities Conceptualizing scientific thinking as the suite of skills that allows people to generate hypotheses solve problems and explain aspects of the world Weisberg and Sobel argue that understanding how this capacity develops can offer insights into how we can become a more scientifically literate society Investigating the development of causal reasoning and how it sets the stage for scientific thinking in the elementary school years and beyond Weisberg and Sobel outline a framework for understanding how children represent and learn causal knowledge and identify key variables that differ between causal reasoning and scientific thinking They present empirical studies suggesting ways to bridge the gap between causal reasoning and scientific thinking focusing on two factors contextualization and metacognitive thinking abilities Finally they examine children s explicit understanding of such concepts as science learning play and teaching

Developing Performance-Based Assessments, Grades K-5 Nancy P. Gallavan, 2009 Use PBAs to design learning experiences that increase student engagement and achievement This book explains performance based assessments PBAs in easy to understand terms and describes how to construct PBAs that measure learner performance effectively while allowing educators to align curriculum and instruction with students needs Using PBAs teachers can engage students in the learning process connect the learning to students individual lives and monitor learning outcomes The author provides Detailed and clear examples of performance based assessments Tools for assessment and guidelines for creating and using rubrics Checklists frequently asked questions graphic organizers and activities to reinforce the content in each chapter

Resources in Education, 1999-04

Research in Education, 1974

Learning to Spell Charles A. Perfetti, Laurence Rieben, Michel Fayol, 1997-08-01 This distinctive cross linguistic examination of spelling examines the cognitive processes that underlie spelling and the process of learning how to spell The chapters report and summarize recent research in English German Hebrew and French Framing the specific research on spelling are chapters that place spelling in broad theoretical perspectives provided by cognitive neuroscience psycholinguistic and writing system linguistic frameworks Of special interest is the focus on two major interrelated issues how spelling is acquired and the relationship between reading and

spelling An important dimension of the book is the interweaving of these basic questions about the nature of spelling with practical questions about how children learn to spell in classrooms A motivating factor in this work was to demonstrate that spelling research has become a central challenging topic in the study of cognitive processes rather than an isolated skill learned in school It thus brings together schooling and learning issues with modern cognitive research in a unique way testing children writing strings of letters as a teacher pronounces words ever so clearly In parts of the United States it can also bring an image of specialized wizardry and school room competition the spelling bee And for countless adults who confess with self deprecation to being terrible spellers it is a reminder of a mysterious but minor affliction that the fates have visited on them Beneath these popular images spelling is a human literacy ability that reflects language and nonlanguage cognitive processes This collection of papers presents a sample of contemporary research across different languages that addresses this ability To understand spelling as an interesting scientific problem there are several important perspectives First spelling is the use of conventionalized writing systems that encode languages A second asks how children learn to spell Finally from a literacy point of view another asks the extent to which spelling and reading are related In collecting some of the interesting research on spelling the editors have adopted each of these perspectives Many of the papers themselves reflect more than one perspective and the reader will find important observations about orthographies the relationship between spelling and reading and issues of learning and teaching throughout the collection

Differences in Performance of Beginning First Grade Pupils on Selected Pre-reading Tasks According to Socio-economic Status and Sex William Paul Mortenson,1967

Handbook of Developmental Neurotoxicology William Slikker Jr.,Louis W. Chang,1998-08-10 The Handbook of Developmental Neurotoxicology provides a comprehensive account of the impacts mechanisms and clinical relevances of chemicals on the development of the nervous system The book is written by internationally recognized experts on developmental neurotoxicology covering subjects from basic neuro development to toxic syndromes induced by various chemicals It is an important text for both students and professionals who are interested in developmental neurobiology and neurotoxicology Written by internationally recognized experts on developmental neurotoxicology Includes extensive references Well illustrated with diagrams charts and tables Provides coverage of basic neurobiology as well as neurotoxicology

Transactions on High-Performance Embedded Architectures and Compilers IV Per Stenström,2011-11-15 Transactions on HiPEAC aims at the timely dissemination of research contributions in computer architecture and compilation methods for high performance embedded computer systems Recognizing the convergence of embedded and general purpose computer systems this journal publishes original research on systems targeted at specific computing tasks as well as systems with broad application bases The scope of the journal therefore covers all aspects of computer architecture code generation and compiler optimization methods of interest to researchers and practitioners designing future embedded systems This 4th issue contains 21 papers carefully reviewed and selected out of numerous

submissions and is divided in four sections The first section contains five regular papers The second section consists of the top four papers from the 4th International Conference on High Performance Embedded Architectures and Compilers HiPEAC 2009 held in Paphos Cyprus in January 2009 The third section contains a set of six papers providing a snap shot from the Workshop on Software and Hardware Challenges of Manycore Platforms SHCMP 2008 held in Beijing China in June 2008 The fourth section consists of six papers from the 8th IEEE International Symposium on Systems Architectures Modeling and Simulation SAMOS VIII 2008 held in Samos Greece in July 2008

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