

Name _____ Date _____

Performance Task

Mathematics • Grade 4 • Number & Operations in Base Ten

A Theme Park

The park supervisor records data on the number of tickets sold for the six rides at the park each year.

Ride	Tickets Sold
Silly Swings	20,780
The Tilted Tower	178,982
Spin and Win	274,009
Spirity Spiral	300,000
River Rapid	68,710
Roaring Roller Coaster	30,400

Find the value of the hundred thousands place for the Spirity Spiral. How is the value of the digit in the hundred thousands place different than the value of the digit in the thousands place?

For which ride does the number of tickets sold have a 5 in the greatest place value? Explain how you know.

Compare the number of tickets sold for The Tilted Tower and the River Rapid. Write a number sentence using $>$, $=$ or $<$. Explain your answer.

Performance Task Place Value

Thirumalaisamy P.
Velavancorresponding



Performance Task Place Value:

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

A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics

Spectrum Place Value and Rounding, Grade 3 Spectrum, Carson-Dellosa Publishing, 2015-07-29 Math understanding will fall into place when kids use Spectrum R Focus Place Value and Rounding for grade 3 it provides extensive practice to help children regroup estimate round add and subtract multi digit numbers Packed with introductions explanations and comprehensive assessments the Spectrum R Focus series is designed to help every child meet and exceed expectations by offering an in depth learning experience This standards based workbook doesn t just prepare them for classroom success it helps them make real world connections by applying learned skills to everyday scenarios

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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

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Math Performance Assessments Ruth Melendez, 2001-03-14 This guide includes teacher tested reproducible performance assessment tasks and rubrics for math that are correlated to the NCTM standards and come complete with a student sheet simple scoring rubric teaching tips and sample student work Illustrations

A Collection of Performance Tasks & Rubrics: Upper Elementary Mathematics Charlotte Danielson, This book provides a collection of performance tasks and scoring rubrics for a number of important topics in upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

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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

Uses of Technology in Primary and Secondary Mathematics Education Lynda Ball, Paul Drijvers, Silke Ladel, Hans-Stefan Siller, Michal Tabach, Colleen Vale, 2018-05-14 This book provides international perspectives on the use of digital technologies in primary lower secondary and upper secondary school mathematics It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike The chapters include studies on technologies such as virtual manipulatives apps

custom built assessment tools dynamic geometry computer algebra systems and communication tools Chiefly focusing on teaching and learning mathematics the book also includes two chapters that address the evidence for technologies effects on school mathematics The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning The chapters provide both a snapshot of the status quo of technologies in school mathematics and outline how they might impact school mathematics ten to twenty years from now

How to Teach Thinking Skills James A. Bellanca, Robin J. Fogarty, Brian M. Pete, 2019-09-20 Ensure your students develop the complex higher order thinking skills they need to not just survive but thrive in a 21st century world The latest edition of this best selling guide by James A Bellanca Robin J Fogarty and Brian M Pete details a three phase teaching model and dives deep into how to teach seven key student proficiencies critical thinking creative thinking complex thinking comprehensive thinking collaborative thinking communicative thinking and cognitive transfer How to teach higher order thinking skills for student engagement and achievement Receive guidance on teaching higher order thinking skills according to any given standard including state standards and content area standards Learn how to weave thinking skills and technology into your existing teaching strategies and lesson plans Understand how to adapt lessons for various grade levels and subjects Gain questions to reflect on after lessons to ensure that students learn at the highest levels and grow their problem solving and innovative thinking Attain tools and reproducibles to facilitate learning and understanding of teaching critical thinking and other 21st century skills Contents Acknowledgments Table of Contents About the Authors Introduction Student Proficiency 1 Critical Thinking Chapter 1 Analyze Chapter 2 Evaluate Chapter 3 Problem Solve Student Proficiency 2 Creative Thinking Chapter 4 Generate Chapter 5 Associate Chapter 6 Hypothesize Student Proficiency 3 Complex Thinking Chapter 7 Clarify Chapter 8 Interpret Chapter 9 Determine Student Proficiency 4 Comprehensive Thinking Chapter 10 Understand Chapter 11 Infer Chapter 12 Compare and Contrast Student Proficiency 5 Collaborative Thinking Chapter 13 Explain Chapter 14 Develop Chapter 15 Decide Student Proficiency 6 Communicative Thinking Chapter 16 Reason Chapter 17 Connect Chapter 18 Represent Student Proficiency 7 Cognitive Transfer Chapter 19 Synthesize Chapter 20 Generalize Chapter 21 Apply Appendix A Appendix B Appendix C Appendix D Glossary References Resources Index

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M

Oxford Handbook of Numerical Cognition Roi Kadosh, Ann Dowker, 2015-07-30 How do we understand numbers Do animals and babies have numerical abilities Why do some people fail to grasp numbers and how we can improve numerical understanding

Numbers are vital to so many areas of life in science economics sports education and many aspects of everyday life from infancy onwards Numerical cognition is a vibrant area that brings together scientists from different and diverse research areas e g neuropsychology cognitive psychology developmental psychology comparative psychology anthropology education and neuroscience using different methodological approaches e g behavioral studies of healthy children and adults and of patients electrophysiology and brain imaging studies in humans single cell neurophysiology in non human primates habituation studies in human infants and animals and computer modeling While the study of numerical cognition had been relatively neglected for a long time during the last decade there has been an explosion of studies and new findings This has resulted in an enormous advance in our understanding of the neural and cognitive mechanisms of numerical cognition In addition there has recently been increasing interest and concern about pupils mathematical achievement in many countries resulting in attempts to use research to guide mathematics instruction in schools and to develop interventions for children with mathematical difficulties This handbook brings together the different research areas that make up the field of numerical cognition in one comprehensive and authoritative volume The chapters provide a broad and extensive review that is written in an accessible form for scholars and students as well as educationalists clinicians and policy makers The book covers the most important aspects of research on numerical cognition from the areas of development psychology cognitive psychology neuropsychology and rehabilitation learning disabilities human and animal cognition and neuroscience computational modeling education and individual differences and philosophy Containing more than 60 chapters by leading specialists in their fields the Oxford Handbook of Numerical Cognition is a state of the art review of the current literature *How "messaging About" with Performance Assessment in Mathematics Affects what Happens in Classrooms* ,1995

Understanding Instructionally Useful Assessment Carla Evans,Scott Marion,2024-06-19 Understanding Instructionally Useful Assessment offers new insights into how various types of assessments from the state to the classroom will differ in their usefulness for supporting instructional decision making and student learning In order to most effectively serve students it is essential that educators avoid conflating the assessment information that teachers use for instructional purposes and the data that leaders and administrators use for evaluative or monitoring purposes This book provides classroom teachers as well as school and district leaders with a clear conception of what makes assessments their purpose design reporting and resulting information useful or not for informing instruction and how they can select assessment tools suited to specific purposes Each chapter addresses the knowledge and skills that K 12 staff need in order to challenge claims made by policymakers test vendors or even other educators that any assessment can be used to inform instruction Educators will come away better prepared to remove unnecessary or redundant assessments from their systems and to create structures policies and processes that best support the instructional usefulness of assessments for student learning On the Development of Space-Number Relations: Linguistic and Cognitive Determinants, Influences, and Associations

Hans-Christoph Nuerk, Krzysztof Cipora, Frank Domahs, Maciej Haman, 2020-03-30 *Processing Symbolic Numerical Information and its Implications for Mathematics Learning* Ricardo Moura, Julia Bahnmueller, Vitor Geraldi Haase, Júlia Beatriz Lopes-Silva, Korbinian Moeller, 2022-06-21 **Linguistic Influences on Mathematical Cognition** Ann

Dowker, Hans-Christoph Nuerk, 2017-06-16 For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation. This assumption has been substantially challenged in recent years. Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation, spatial magnitude representations, calculation parity representation, place value representation and even early number acquisition. Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing. This is not to say that in patients magnitude processing cannot function independently of linguistic processing; we just suppose these functions are connected in the functioning brain. So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates. After an overview we present new findings on language influences on seven language levels: Conceptual, Conceptual properties of language, Syntactic, The grammatical structure of languages beyond the word level, Influences, Semantic, The semantic meaning or existence of words, Lexical, The lexical composition of words in particular number words, Visuo spatial, orthographic, Orthographic properties such as the writing reading direction of a language, Phonological, Phonological phonetic properties of languages, Other language related skills, Verbal working memory and other cognitive skills related to language representations. We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing. *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

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