

Name: _____

Date: _____

Adding & Subtracting Decimals Performance Task

Directions: Show all of your work for each problem. Write an answer sentence for all word problems. Don't forget to put units with your answers.

Four students are competing in a school relay competition. Their scores for all of Round 1 are listed below (3 levels). Their individual scores will be added together to see if they have enough points to move onto Round 2.

| Round 1 | | | | |
|--------------|--------|------|-------|-------|
| Level | Justin | JC | Joe | Lance |
| 1 | 5.41 | 4.74 | 5.13 | 5.31 |
| 2 | 7.11 | 7.54 | 7.09 | 7.90 |
| 3 | 10.97 | 10.1 | 10.33 | 10.72 |
| Total Points | | | | |

1. Part A:

A student must have at least 24 points to move onto Round 2. Use estimation to decide if any students did not advance to Round 2.

Part B:

Use estimation to decide which student had the greatest number of points. Explain your reasoning.

2. Solve the actual points for each student.

How many more points did Justin score than Joe?

Performance Task For Adding And Subtracting Decimals

J Spring



Performance Task For Adding And Subtracting Decimals:

Performance Tasks and Rubrics for Upper Elementary Mathematics Charlotte Danielson, Joshua Dragoon, 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 Joshua Dragoon explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the upper 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 9781138906969 so you can easily distribute them to your class [Math Explorations and Applications](#) Stephen S. Willoughby, Carl Bereiter, Peter Hilton, Joseph H. Rubinstein, WrightGroup/McGraw-Hill Staff, 2002-07 **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 *Kansas Employability Skills Curriculum Guide*, 1990

Active Learning in the Digital Age Classroom Ann Heide, Dale Henderson, 2001 This exciting new book shows you how to harness the amazing power of technology to enable and enhance active learning Whether you are a technophobe or experienced tech user you will discover firsthand how information and communication technology ICT can help you empower learners improve learning and prepare students for the future Whenever we as teachers undertake change in curriculum delivery or teaching methods it is not a decision we make lightly Heide and Henderson ensure that your transition is as smooth as possible and that every student will benefit Their book addresses the many practical issues that accompany the use of ICT and provides answers to the most frequently asked questions including How do I get started What equipment do I need How can I arrange my classroom to facilitate student use How can ICT and educational technologies make my classroom more student centered How do I set up and control workstations How can I individualize my program What about assessment and evaluation What is my role in this environment Because the authors believe that effective classroom practices derive from carefully researched theories they provide practical strategies based on both research and experience These suggestions are meant to be motivators and starting points that you can adapt to your specific needs

Analysis of Arithmetic for Mathematics Teaching Gaea Leinhardt, Ralph Putnam, Rosemary A. Hattrup, 2020-11-25 This volume emerges from a partnership between the American Federation of Teachers and the Learning Research and Development Center at the University of Pittsburgh The partnership brought together researchers and expert teachers for intensive dialogue sessions focusing on what each community knows about effective mathematical learning and instruction The chapters deal with the research on and conceptual analysis of specific arithmetic topics addition subtraction multiplication division decimals and fractions or with overarching themes that pervade the early curriculum and constitute the links with the more advanced topics of mathematics intuition number sense and estimation Serving as a link between the communities of cognitive researchers and mathematics educators the book capitalizes on the recent research successes of cognitive science and reviews the literature of the math education community as well

Math Advantage Grace M. Burton, 1999

Houghton Mifflin Math Central Laurie Boswell, Patsy F. Kanter, 1999

Houghton Mifflin Math Central, 1999

Learning Targets David Clemson, Wendy Clemson, Derek Kassem, 1998 Intended as a resource for teaching the National Curriculum for Mathematics the Numeracy Hour and the Scottish Guidelines for Mathematics 5-14 this book provides coverage of the main ideas in number for pupils from 7 to 11 years old It contains structured lesson plans 71 linked copymasters that develop number skills number investigations and games continual and end of section assessments and a planner linking the lessons to the National Curriculum the National Numeracy Project and the Scotland 5-14 Guidelines

Math Advantage, Grade 4 Harcourt Brace Publishing, 1997-09-12

Reading Across the Life Span Steven R.

Yussen,M Cecil Smith,2012-12-06 One of the liveliest areas of research in the social sciences is reading Scholarly activity is currently proceeding along a number of different disciplinary lines addressing a multitude of questions and issues about reading A short list of disciplines involved in the study of reading would include linguistics psychology education history and gerontology Among the important questions being ad dressed are some long standing concerns How are reading skills acquired What are the basic components of reading skill How do skilled readers differ from less skilled ones What are the best ways to approach instruction for different groups of readers young beginning readers poor readers with learning problems and teenage and adult illiterates How can reading skill best be measured what standardized instruments and observational techniques are most useful The large volume of textbooks and scholarly books that issue forth each year is clear evidence of the dynamic nature of the field The purpose of this volume is to survey some of the best work going on in the field today and reflect what we know about reading as it unfolds across the life span Reading is clearly an activity that spans each of our lives Yet most accounts of it focus on some narrow period of development and fail to consider the range of questions that serious scholarship needs to address for us to have a richer under standing of reading The book is divided into four parts

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 From Ratios to Decimals Andrea Marie

Lachance,1996 **A Teacher's Guide to Assessment** D. S. Frith,Henry Gordon Macintosh,1984 **Welding** ,1984

Scott Foresman-Addison Wesley Middle School Math ,2002 **Education and Training for Work** Clifton P.

Campbell,1996-08-28 Provides vocational educators with knowledge to prepare students for current workplace conditions

Learning Mathematics in Elementary and Middle Schools W. George Cathcart,2001 Text is appropriate for courses in Mathematics for the Elementary School Built on the foundation of the new 2000 NCTM Principles and Standards this major new entry for K 8 math methods has impacted the market because of its point of use links to the standards and its emphasis on the importance of a child centered approach creating a learning environment that informs teachers how to support children as they build understandings of math concepts Designed to be neither skimpy nor exhaustive this text presents

theory in an accessible manner and models a wealth of practical activities for teaching Five videos from the Annenberg CPB TEACHING MATH video series bring real classrooms to life for teachers and are integrated into the text as four color resourceful inserts *Mathematics* McGraw-Hill Staff, 2000-08

Whispering the Techniques of Language: An Mental Quest through **Performance Task For Adding And Subtracting Decimals**

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