

Name _____

Create a Place Value Game!

You are a designer for a math game company. You have been asked to create a new place value game to help students review place value concepts.



Game Requirements

1. Choose one or more math topics from the list below.

- Round numbers to the nearest 10 or 100.
- Identify the expanded form, word form, and standard form of numbers to 1000.
- Compare two 3-digit numbers.

Performance Task Place Value

Julia Schneider



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 *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/9781138906989 so you can easily distribute them to your class

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 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, Joshua Dragoon, 2013-10-18 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

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

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

How "messing About" with Performance Assessment in Mathematics Affects what Happens in Classrooms ,1995 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.

Forging Connections in Early Mathematics Teaching and Learning Virginia Kinnear, Mun Yee Lai, Tracey Muir, 2017-12-12 This edited book promotes thinking, dialogue, research and theorisation on multiple ways of making connections in mathematics teaching and learning in early childhood education. The book addresses some key challenges in research, policy and practice in early childhood mathematics education. It examines diverse ways for learning experiences to connect young children to mathematics and the importance of forging connections between mathematics and young children's lives as key elements in their engagement with mathematics. Each chapter provides research or theoretical provocations and pedagogical implications for connecting children's lived experiences and ways of learning in mathematics teaching. The chapters are drawn from a range of international authors who raise important ideas within the overall context of current research and consider the theoretical and practical implications of their research. As such the book advances current thinking on mathematics teaching and learning for children in the early years from birth to eight years with an emphasis on children aged birth to 5 years. It considers the purpose and value in connecting mathematics teaching and learning to children's lives and provides provocations for both educators and researchers on the many under-researched and under-represented aspects of early years mathematics teaching and learning.

Math Performance Assess Level 3 02 ,2009 An English Teacher's Guide to Performance Tasks & Rubrics, Middle School Amy Benjamin, 2000 First Published in 2000

Routledge is an imprint of Taylor Francis an informa company **Alternatives in Assessment of Achievements,**

Learning Processes and Prior Knowledge Menucha Birenbaum, F. Dochy, 2012-12-06 Achievement assessment has undergone a major shift from what some call a culture of testing to a culture of assessment. Nowadays a strong emphasis is placed on the integration of assessment and instruction on assessing processes rather than just products and on evaluating individual progress relative to each student's starting point. This book addresses assessment issues in light of the present state of affairs. The first part discusses new alternatives in the assessment of achievement in various subject areas focusing on agenda, practice, impact, and evaluation of the assessment. The second part deals with issues related to assessment of the learning process, specifically questions concerning the assessment of individual differences in prior knowledge, learning skills, and strategies. *Resources in Education*, 1997. What Mathematics Do Students Know and How is that Knowledge Changing? Peter Kloosterman, Doris Mohr, Crystal Walcott, 2015-09-01 This volume is intended for researchers, curriculum developers, policy makers, and classroom teachers who want comprehensive information on what students at grades 4, 8, and 12, the grades assessed by NAEP, can and cannot do in mathematics. After two introductory chapters on the design of NAEP, the volume contains a chapter on the challenges in analyzing NAEP data at the item level, followed by five chapters that report 2005 through 2013 student performance on specific assessment items. These chapters are organized by content area and then by topic, e.g., understanding of place value, knowledge of transformations, ability to use metric and U.S. systems of measurement, and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary, middle, and high school mathematics curriculum. Additional chapters focus on student reasoning, U.S. performance on international assessments, and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics. Several themes emerge from the volume. One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years, it has slowed more on some topics than others. Another is that relatively minor changes in wording can have significant effects on student performance, and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked. A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught. For example, there were substantial gains on several grade 4 items requiring understanding of fractions, and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing. In contrast, while relatively few twelfth grade students have ever been good at factoring trinomials, performance on this skill seems to be decreasing. This suggests that while more students are completing advanced mathematics courses in high school, these courses are not helping in the area of factoring trinomials. Finally, there are limitations to using NAEP as a measure of student performance on the Common Core State Standards. To the extent that NAEP can be used, however, the NAEP data show a substantial gap between expectations and performance. *Performance Management* Robert L. Cardy, 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 mathematics. Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics.

Encyclopedia of Curriculum Studies Craig Kridel, 2010-02-16 The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. The study of curriculum beginning in the early 20th century served primarily the areas of school administration and teaching and was seen as a method to design and develop programs of study. The field subsequently expanded to draw upon disciplines from the arts, humanities, and social sciences and to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies has now emerged to embrace an expansive and contested conception of academic scholarship while focusing upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories in relation to personal and institutional needs and interests. The Encyclopedia of Curriculum Studies serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing field of study. Representative topics include: Origins, definitions, dimensions, and variations on Curriculum Studies; Curriculum development and design for schools; Curricular purpose, implementation, and evaluation; Contemporary issues, e.g., standards, tests, and accountability; Curricular dimensions of teaching and teacher education; Interdisciplinary perspectives on institutionalized curriculum; Informal curricula of homes, mass media, workplaces, organizations, and relationships; Impact of race, class, gender, health, belief, appearance, place, ethnicity, language; Relationships of curriculum and poverty, wealth, and related factors; Modes of curriculum inquiry and research; Curriculum as cultural studies exploring the formation of identities and possibilities; Corporate, state, church, and military influence as curriculum; Global and international perspectives on curriculum; Curriculum organizations, journals, and resources; Summaries of books and articles on curriculum studies; Biographic vignettes of key persons in curriculum studies; Relevant photographs. 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

This book delves into Performance Task Place Value. Performance Task Place Value is an essential topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Performance Task Place Value, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Performance Task Place Value
 - Chapter 2: Essential Elements of Performance Task Place Value
 - Chapter 3: Performance Task Place Value in Everyday Life
 - Chapter 4: Performance Task Place Value in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, this book will provide an overview of Performance Task Place Value. This chapter will explore what Performance Task Place Value is, why Performance Task Place Value is vital, and how to effectively learn about Performance Task Place Value.
 3. In chapter 2, this book will delve into the foundational concepts of Performance Task Place Value. This chapter will elucidate the essential principles that need to be understood to grasp Performance Task Place Value in its entirety.
 4. In chapter 3, the author will examine the practical applications of Performance Task Place Value in daily life. This chapter will showcase real-world examples of how Performance Task Place Value can be effectively utilized in everyday scenarios.
 5. In chapter 4, the author will scrutinize the relevance of Performance Task Place Value in specific contexts. The fourth chapter will explore how Performance Task Place Value is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Performance Task Place Value. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Performance Task Place Value.

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