

GRASP PERFORMANCE TASK

GOAL: To write a reaction paper about "The proposed Mandatory Military Service by Vice presidential candidate Mayor Sara Duterte" and read it in front of the class.

Role: As a student, Filipino citizen, and already 18 years old

Audience: Teacher and fellow students who have the same situation as you.

Situation: Imagine you are a student, Filipino citizen, and 18 years old already which is belong to the age required for the mandatory military service, what will be your reaction about it? Will you agree or disagree? Present and discuss your stand about it in front of the class.

Product: You will write a reaction about your stand whether you agree or disagree regarding "The proposed Mandatory Military Service by Vice presidential candidate Mayor Sara Duterte". Make sure to present or take note in your reaction paper the answer of "why" and also the advantages and disadvantages in agreeing and not of this proposed mandatory military service.

Standard and Criteria: Your work will be judged according to the rubric(s) or criteria.

| CATEGORY | 4 Above Standards | 3 Meets Standards | 2 Approaching Standards | 1 Below Standards |
|------------------------------------|---|--|--|--|
| Focus or the statement is on point | The reaction paper states the main topic and outlines the main points to be Discussed and also his/her stand about it. | The paper states the topic of the issue. | The reaction paper outline some of the main points and didn't acknowledge the whole issue. | The reaction paper does not discuss and outline the main topic as well as the issue. |
| Evidence and Examples | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence | At least one of the pieces of evidence and examples are relevant and has an explanation that shows how that piece of | Evidence and examples are NOT relevant AND/OR are not explained. |

3rd Grade Performance Task Examples

Marian Small



3rd Grade Performance Task Examples:

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

[Rubrics for Assessing Student Achievement in Science Grades K-12](#) Hays B. Lantz, 2004-02-06

I recommend *Rubrics for Assessing Student Achievement in Science Grades K 12* to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria *Rubrics for Assessing Student Achievement in Science Grades K 12* is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

Skills Based Health Education - Book Only Mary Connolly, 2011-01-06

Skills Based Health Education provides pre service and practicing teachers with the pedagogical foundation and tools to develop a comprehensive PreK 12 health education program using the National Health Education Standards Rather than solely focusing on teaching content an approach which can prove ineffective in developing healthy behaviors readers learn to teach the content and skills their students need to be healthy and prepared for the 21st century The book addresses each one of the national standards with specific directions regarding how to apply the standard and performance indicators to plan and implement performance tasks that target instruction to a student need Readers are shown how to establish student need select content and skill performance indicators to meet the need and plan and implement assessment and instruction PowerPoint Presentations and a TestBank are available as free Instructor Downloads Companion website includes lessons units and other support materials to enhance teaching and learning

Math That Matters Marian Small, 2019-05-03 In this insightful math resource for grades 3 8 popular professional developer Marian Small helps teachers understand and facilitate meaningful assessments to advance student understandings Small shows new and veteran teachers how to do three fundamental things well identify the most important math to assess construct meaningful assessments both formative and summative to measure student understanding and provide students with feedback that is clear timely and specific Examples for each grade level are provided along with details on how to pose questions analyze errors and help students understand and learn from their mistakes The book provides specific guidance for when and how to offer feedback on both correct and incorrect answers in order to advance students mathematical thinking Like other Marian Small bestsellers Math That Matters combines her special brand of lucid explanation of difficult concepts with fresh and engaging activities Our understanding of the power of assessment to improve learning has deepened significantly in the past two decades Marian Small draws upon the critical research behind this understanding to explain what effective practice looks like It is essential reading for all elementary educators and has the potential to profoundly affect the quality of mathematics assessment in our schools From the Foreword by Damian Cooper president Plan Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more Math That Matters is a timely response to that need Marian Small removes the mystery of how to engage students in learning while collecting assessment data that drive next instructional plans Karen Karp Johns Hopkins University The beauty of this book is that it is simple enough for brand new teachers and complex enough for experienced teachers The author offers an amazing gift by linking assessment ideas directly to common state standards Felicia Darling Santa Rosa Junior College

Designing and Using Performance Tasks Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With waves of high stakes assessments rolling through the education waters many educators feel tied to teaching to the test But there is a bright side With the increased attention on assessment outlined in The Every Student Succeeds Act comes a surge of interest in designing performance based tasks an important key in unlocking your students readiness for career and college Designing

and Using Performance Tasks Enhancing Student Learning and Assessment walks you step by step through the process of incorporating performance tasks as a tool to teach monitor and extend student learning This book will help you Make instructional decisions based on student performance of learning tasks Learn all about the different kinds of performance tasks and the benefits of each Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation If you re ready to engage your students in unique and innovative ways grab a copy of this book to guide you and your students in applying their learning and your teaching to real world situations Teaching using performance tasks was by far was the most difficult type of teaching strategy for me to learn When I began my teaching career not many people were using this strategy but I was fortunate to have a mentor who understood the process and was willing to teach me two very rare occurrences in the teaching world Thank heavens for Tracey Shiel who has the ability to communicate the process so well and in such a manner that you enjoy reading about it at the same time another rare event in education I know from experience students who learn using this strategy retain the information for longer periods of time giving teachers a stronger base upon which to build Pamela L Opel Teacher Gulfport School District *Focus in Grades 3-5* Amy Mirra,2008 Focus in Grades 3 5 is part of a series that shows teachers how to incorporate NCTM s Curriculum Focal Points for PreK 8 into their current mathematics curricula The book provides practical ideas sample student work and a sample state math curricula organised around the focal points By focusing more intensely on fewer topics at each grade level students gain a deeper understanding of mathematical ideas This volume will help teachers think about what a focused curriculum means and how they might begin to build focus into their existing curricula **Designing and Teaching Fitness Education Courses** Jayne Debra Greenberg,Nichole D.

Calkins,Lisa S. Spinosa,2022 Helps physical educators develop and implement fitness education courses in their curricula Includes pacing guides which act as a teacher s blueprint throughout a semester and offers 139 video clips and 211 instructional photos that show the activities all of which require no equipment **Elementary and Middle School**

Mathematics John A. Van de Walle,1998 John A Van de Walle has written a book that helps readers make sense of mathematics and become confident in their ability to teach mathematics to children K to 8 Elementary and Middle School Mathematics consists of 16 chapters reflecting the view that all mathematics can be taught through a problem solving approach that motivates children and builds their confidence as they learn This book thoroughly discusses the new standards and clearly develops four key aspects of teaching mathematics the nature of mathematics as a science of pattern and order an understanding of how children learn mathematics a problem solving view of teaching mathematics and specific methods for integrating assessment with instruction Simple yet effective classroom activities are woven throughout the chapters as well as suggestions for technology and literature **Grading and Reporting Student Progress in an Age of Standards**

Elise Trumbull,Beverly P. Farr,2000 Learning Mathematics in Elementary and Middle Schools W. George Cathcart,2006

Brief Contents Chapter 1 Teaching Mathematics Influences and Directives Chapter 2 Learning and Teaching Mathematics Chapter 3 Developing Mathematical Thinking and Problem Solving Ability Chapter 4 Assessing Mathematics Understanding Chapter 5 Developing Number Concepts Chapter 6 Developing Understanding of Numeration Chapter 7

Assessing Student Understanding in Science Sandra K. Enger, Robert E. Yager, 2001 This is a great book It provides real examples for teachers school districts and teacher education programmes to assess science standards in the curriculum Fred Bartelheim College of Education University of Northern Colorado Greeley This book is packed full of different methods for assessing science standards It contains alternative assessments and rubrics It supports the National Science Education Standards of the National Research Council NCR and the guidelines in Science for All Americans of the American Association for the Advancement of Science AAAS There are also sections and ideas for teachers to evaluate their own curriculum and instruction against the standards and to improve them Examples created by practicing teachers are provided *Assessing Student Outcomes* Robert J. Marzano, Debra Pickering, Jay McTighe, 1993 This book consists of practical suggestions for performance assessments with extensive examples of classroom tasks that help students achieve the deepest type of learning and active construction of knowledge **Classroom Assessment for Teachers** Jo D. Gallagher, 1998 For courses in classroom assessment where the focus is on how to write construct and use assessments as a teacher in the classroom Also includes coverage of basic measurement theory This book is designed to bridge the gap between research and K 12 practice in the area of student assessment by presenting practical procedures and guidelines teachers can realistically implement in their busy classrooms The text focuses on the nuts and bolts of how to write construct and use assessments in the classroom but it also covers and applies the basics of reliability and validity *Student-involved Assessment for Learning* Richard J. Stiggins, 2005 This text for assessment courses focuses on showing prospective teachers how to develop assessments that accurately reflect student achievement and how to use those assessments to benefit not merely grade student learning A variety of hands on practice activities provide clear guidance on how to construct all types of assessment items and tests

Language Skills and Writing Assessment, Grade 3 Roger C. Farr, 2002 State adopted textbook 2001 2007 Grade 3

Harcourt Science: Physical science, [grade] 3, units E and F, teacher's ed, 2000 *Educational Assessment of Students* Anthony J. Nitko, Susan M. Brookhart, 2007 From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books Features include hundreds of examples directions for crafting both traditional and alternative assessments checklists for evaluating classroom assessments scores of strategies for assessing problem solving and critical thinking methods for aligning classroom assessment with state standards and NCLB requirements Reviewers have described the book as the best on the market for its completeness and balanced approach to classroom assessment *Library Media Connection*, 2004 *Instructional Strategies for Secondary School Physical Education* Marilyn M. Buck, 2007 Comprehensive overview of secondary level physical education teaching methods and

program and curriculum design with a strong theoretical background and focus on extensive applications and examples

So Each May Learn Harvey F. Silver, Richard W. Strong, Matthew J. Perini, 2000 This practical guide helps explain a simple five step process that helps educators integrate the two approaches into current lessons or combine them into new and powerful lessons and units Lots of classroom examples activities and templates help identify style and intelligence profiles and illustrates how to design curriculum

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