

# All 10 tasks include:

Task 1, Task 2

Name: \_\_\_\_\_

4-Evaluating 3-Meeting 2-Applying 1-Preparing

Whole Number CCSS alignment

Task 1, Task 2

over Key

4-Evaluating 3-Meeting 2-Applying 1-Preparing

Whole Number Constructed Response #4

Jenika solved the problem  $452 \times 83$  using an area model.

$$\begin{array}{r} 400 + 50 + 2 \\ \times 80 + 3 \\ \hline 32,000 \quad 4,000 \quad 160 \\ 1,200 \quad 150 \quad 6 \\ \hline 36,160 \\ +1,356 \\ \hline 37,516 \end{array}$$

A. Solve the same multiplication problem using the area model.

$$\begin{array}{r} 452 \\ \times 83 \\ \hline 3616 \\ 3756 \\ \hline 37516 \end{array}$$

B. Solve the same multiplication problem using the standard algorithm.

$$\begin{array}{r} 452 \\ \times 83 \\ \hline 3616 \\ 3756 \\ \hline 37516 \end{array}$$

C. Solve the same multiplication problem using the standard algorithm.

2 points

B. Taylor says she can use the same area model for the problem  $4.52 \times 83$  and knows the product is 375.16. Explain how Taylor knows this.

Taylor can do this because all of the digits are the same. The only difference is the place values of the numbers. Instead of my number being a whole number (375.16) my number will have a decimal place because 4.52 has a hundredths place. I need to have 2 digits after my decimal. The problem of 4.52 has 2 digits after the decimal. The problem of 83 has 0 digits after the decimal.

C. Use Taylor's method to find the product.

1 point

Again, because the numbers are the same. The only difference will be the place values. The problem of 4.52 has a hundredths place (one digit after the decimal) so my product only needs a tenth place.  $452 \times 83 = 375.16$

easy scoring rubric

detailed answer key

# 5th Grade Math Performance Tasks Place Value

**James George Henderson, Richard D.  
Hawthorne, Debra A. Stollenwerk**

## 5th Grade Math Performance Tasks Place Value:

*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

**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

**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 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

Ann Arbor Public Schools,1997-02 Alternative Assessment examines performance indicators record keeping formats and holistic and analytic scoring Advocating practical techniques it then explores six major assessment strategies interviews observations portfolios student self assessment performance tasks and student writing **Math Advantage, Grade 5** Harcourt Brace,1999 **Sampling Variability of Performance Assessments** Richard Shavelson,1993 **Math Performance Assess Level 5 02 ,2009** **Helping Children Learn Mathematics** Robert E. Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,2004-03-10 Grade level 1 2 3 4 5 6 7 8 k p e i t **Math Performance Assess Level 1 02 ,2009**

**Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics** Marie-Pascale Noël,Giannis Karagiannakis,2022-03-28 Effective Teaching Strategies for Dyscalculia and Learning Difficulties in Mathematics provides an essential bridge between scientific research and practical interventions with children It unpacks what we know about the possible cognitive causation of mathematical difficulties in order to improve teaching and therefore learning Each chapter considers a specific domain of children s numerical development counting and the understanding of numbers understanding of the base 10 system arithmetic word problem solving and understanding rational numbers The accessible guidance includes a literature review on each topic surveying how each process develops in children the difficulties encountered at that level by some pupils and the intervention studies that have been published It guides the reader step by step through practical guidelines of how to assess these processes and how to build an intervention to help children master them Illustrated throughout with examples of materials used in the effective interventions described this essential guide offers deep understanding and effective strategies for developmental and educational psychologists special educational needs and or disabilities coordinators and teachers working with children experiencing mathematical difficulties

**The Arithmetic Teacher ,1992** **Math Advantage** Grace M. Burton,1999 **Math & Science for Young Children** Rosalind Charlesworth,Karen Lind,2007 Math and Science for Young Children 5e is a unique reference that focuses on the integration of math and science with the other important areas of child development during the crucial birth through eight age range It also carefully addresses the ever changing and significant national standards of the following organizations The National Association for the Education of Young Children NAEYC National Council of Teachers of Math NCTM National Science Teachers Association NSTA American Association for the Advancement of Science AAAS and the National Research Council NRC A valuable resource for the student learner working professional as well as the involved parent Math and Science for Young Children 5e is the most current volume of information of its kind available on the market today

**Teaching Children Mathematics ,2009-08** **The Cognitive Nature of Learning Disabilities in Mathematics** Robert L. Russell,1981 **Journal for Research in Mathematics Education ,1990** **The Education Index ,1991** **Transformative Curriculum Leadership** James George Henderson,Richard D. Hawthorne,Debra A. Stollenwerk,2000 Transformative Curriculum Leadership provides concrete guidance on how to practice a curriculum based on problem

solving that integrates constructivist learning with democratic understanding. The book is organized around the leadership experiences of the assistant superintendent and it contains a wealth of guiding rubrics, figures, images and illustrations. In addition to providing well integrated step by step problem solving guidance, it remains a theoretically sophisticated cutting edge integration of curriculum theory and leadership practice.

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