

Performance Tasks

Algebra II, Unit 1: Systems of Equations and Inequalities

Directions: Please solve the following problems individually or with your peers. Use a whiteboard to share your ideas.

Task A (50 pts): Show all your work on paper. You can scan the paper or take a picture of your work then upload it to your e-portfolio. Yes, you must attempt to solve ALL the problems below.

Task B (50 pts): Among the problems below, pick three of the problems you feel most comfortable to share your approach. Film yourself explaining. Assume that you are teaching someone who have not studied this unit. Edit the video if necessary, then upload it to your e-portfolio. Your peers will evaluate your teaching.

1. Susie pays for 4 muffins and 3 bananas. Calvin spends twice as much paying for 2 muffins and 16 bananas. A muffin is how many times as expensive as a banana?

(A) $\frac{3}{2}$

(B) $\frac{5}{3}$

(C) $\frac{7}{4}$

(D) 2

(E) $\frac{13}{4}$

$$4x + 3y = 5$$

$$2x + 16y = 25$$

$$1) x = y$$

$$2(4x + 3y = 5)$$

$$-8x - 6y = -25$$

$$2x + 16y = 25$$

$$-6x + 10y = 0$$

$$10y = 6x$$

$$2$$

$$5y = 3x$$

$$3$$

$$\frac{5}{3} y = x$$

Answers For Performance Task For Geometry

Robert L. Linn



Answers For Performance Task For Geometry:

A Collection of Performance Tasks and Rubrics Charlotte Danielson,1997 Each of these books provides a collection of performance tasks and scoring rubrics for a number of important topics in middle and upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

Shared responses and individual differences in the human brain during naturalistic stimulations Zhishan Hu,Xin Di,Zhi Yang,2023-06-02 *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 *Performance Assessment* Brian McLean Semple,1992 The second International Assessment of Educational Progress focused on the mathematics and science achievement of 13 year olds Performance assessments were used as part of the overall assessment in four countries England Scotland Soviet Union and Taiwan and five Canadian provinces The performance assessment approach drew heavily on the experience of the United Kingdom in such assessments but added features to meet the needs of an international study The performance tasks required students to apply concepts observe measure manipulate equipment and materials and record and interpret data Approximately 3 000 students participated in the 1991 mathematics and science assessments Scores varied widely from task to task and from country to country Relative performance of countries and provinces generally differed from those identified by written curriculum based tests A major lesson learned from the experimental test administration is that this form of performance assessment can be used reliably in international comparative studies although at an estimated cost three to four times greater than that for an equivalent number of written test questions Sample mathematics and science tasks are included and there is an appendix on problem solving in mathematics that describes outcomes produced by Scottish students

SLD Performance-Based Learning Sally Berman,2008 Provides excellent thorough examples of lessons for classroom use The lessons follow a user friendly pattern and include outstanding rubrics that can be adapted easily by the teacher Debra Rose Howell TeacherMonte Cristo Elementary Granite Falls WA Gives educators new to performance learning a broad collection of examples for using this model The sample lessons are tied to learning standards and incorporate a myriad of different modalities Rachel Moreno Associate Professional SpecialistUniversity of Notre Dame Motivate students and increase their achievement with high interest learning tasks Teachers can promote long lasting learning build higher order thinking skills develop individual student accountability and increase student achievement by incorporating performance learning tasks into the curriculum In this second edition of Performance Based Learning Sally Berman demonstrates how this model can be modified for learners at different grade and ability levels and offers an abundance of sample lesson plans that show how to use performance based learning throughout the content areas The updated edition includes an expanded

discussion of cooperative learning teams a new section on how to design effective performance based learning activities and a collection of reproducible masters for planning and implementation Chapters with lesson plans include A performance task to use as is or adapt for specific student groups The curriculum standards related to the task Reflection guidelines to help students evaluate their learning Web resources for planning and implementing performance learning tasks New and veteran teachers alike will use this detailed resource again and again to plan activities that engage students and inspire them to become invested in their own learning **Striving for Excellence** ,2000 Each vol a compilation of ERIC digests Scott Foresman-Addison Wesley Middle School Math ,2002 The National Education Priorities of the President and the U.S.

Department of Education, Striving for Excellence, Volume IV: 2000 ,2000 **Mathematics 2005 performance in Puerto Rico, focus on the content areas** , *Math Performance Assess Level 3 02* ,2009 *Problem Choice by Test Takers*
Robert L. Linn,1998 *Teaching Secondary Mathematics* Alfred S. Posamentier,Beverly S. Smith,Jay Stepelman,2006 For courses in Secondary Mathematics Methods Teaching Secondary Mathematics Techniques and Enrichment Units 7th edition has been thoroughly revised to discuss current methods of teaching mathematics considering all aspects and responsibilities of the job beginning with a brief overview of the history of mathematics education and how it has evolved over time to include standards for teaching and assessment The authors address how to craft rich and effective daily lesson plans and how to use a variety of instructional tools and strategies to reach all students in a classroom Problem solving is a key focus from its instructional underpinnings to its recreational and motivational aspects The second part of the text provides mathematics teachers with a collection of enrichment units appropriate for the entire secondary school curriculum spectrum

Results from the Sixth Mathematics Assessment of the National Assessment of Educational Progress Patricia Ann Kenney,Edward A. Silver,1997 The National Assessment of Educational Progress NAEP provides data about what children know and can do with the goal of using this information to improve education This book contains interpretive reports based on results from the mathematics assessments conducted by the NAEP regarding 1 the cognitive performance of students at grades 4 8 and 12 on multiple choice regular constructed response and extended constructed response items 2 students responses to a variety of background questions dealing with their beliefs and feelings toward mathematics and their participation in various forms of classroom activity and 3 teachers responses to various background questions dealing with the nature of their mathematics instruction The results are summarized for the different grade levels and subgroups of students by gender and race ethnicity Chapters include 1 Learning about NAEP Information Concerning the Sixth Mathematics Assessment Patricia Ann Kenney 2 NAEP Mathematics 1990 1992 The National Trial State and Trend Assessments John A Dossey and Ina V S Mullis 3 NAEP Findings Regarding Race Ethnicity and Gender Affective Issues Mathematics Performance and Instructional Context Edward A Silver Marilyn E Strutchens and Judith S Zawojewski 4 NAEP Findings Regarding the Preparation and Classroom Practices of Mathematics Teachers Mary Montgomery Lindquist 5 What

Do Students Know about Numbers and Operations Vicky L Kouba Judith S Zawojewski and Marilyn E Strutchens 6 What Do Students Know about Measurement Patricia Ann Kenney and Vicky L Kouba 7 What Do Students Know about Geometry Marilyn E Strutchens and Glendon W Blume 8 What Do Students Know about Data Analysis Statistics and Probability Judith S Zawojewski and David S Heckman 9 What Do Students Know about Algebra and Functions Glendon W Blume and David S Heckman and 10 Learning from NAEP Looking Back and Looking Ahead Edward A Silver JRH *Today's Mathematics, Concepts and Classroom Methods* James W. Heddens, William R. Speer, 2000-08-25 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000

Results and Interpretations of the 2003 Mathematics Assessment of the National Assessment of Educational Progress Peter Kloosterman, Frank K. Lester, 2007 With the enactment of No Child Left Behind and its sanctions for schools that fail to make adequate yearly progress NAEP National Assessment of Educational Progress results are no longer afterthoughts Instead the results generate headlines and are at the forefront of discussion of what is working in schools and what needs to be changed As the scrutiny of NAEP results has increased the National Center for Education Statistics has provided more detailed reporting of the results and has increased the level of security of the assessment items Both the level of detail and the concern for item security have played prominent roles in the development of this book The foregoing changes make understanding NAEP and its consequences crucial for any educator This book provides a background on NAEP looks at 2003 mathematics achievement in different content areas discusses data on who is teaching mathematics in the United States and examines students perception of mathematics Additionally the book deals with results from NAEP broken down by race ethnicity and by gender analyses certain NAEP results with a focus on what is actually measured by those results and examines changes in NAEP over the years and what those changes mean for NAEP as a tool for understanding student learning Educational Leadership for America's Schools Allan Odden, Eleanor R. Odden, 1995

National and State Perspectives on Performance Assessment and Students with Disabilities Martha L. Thurlow, 1994 This booklet examines national and state educational reform in the 1990s noting the ways in which performance assessment is being presented as a mechanism of reform Three reform initiatives are examined national education goals standards and reform legislation In conjunction with these reform movements new methods of assessment are being called for Large amounts of money and excitement have surrounded national and state reform activities that either directly or indirectly are connected to the idea of performance based assessments Major national data collection efforts have changed to adopt the performance assessment approach including the National Assessment of Educational Progress and the National Adult Literacy Survey Participation of students with disabilities in national assessments is problematic constrained by the lack of accommodations The use of performance assessment is also increasing in statewide assessment programs

requiring that accommodations and adaptations for students with disabilities be considered There is some evidence that the use of performance assessments may not benefit students with disabilities and to date their use has not increased the participation of students with disabilities but they hold the possibility of more equitable student measurement Contains 43 references JDD **Assessment Handbook** Judith A. Dawson,1995 **Math Performance Assess Level 6 02** ,2009

Classroom Assessment in Mathematics George W. Bright,Jeane M. Joyner,1998 This book includes a summary of the recommendations of a working conference on classroom assessment in mathematics held in May 1997 The book also includes all of the working papers prepared for that conference The recommendations are directed to the research community directors of teacher enhancement projects state education agencies regional and local staff development projects and institutions of higher education This conference brought together researchers acknowledged experts in the field of assessment and practitioners to focus on an important component of the educational process namely quality classroom assessment

Reviewing **Answers For Performance Task For Geometry**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Answers For Performance Task For Geometry**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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