

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) $\frac{13}{4}$

$$4x + 3y = 5$$

$$2x + 16y = 25$$

$$1) x = y$$

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

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

$$2x + 16y = 25$$

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

$$10y = 6x$$

$$2$$

$$5y = 3x$$

$$3$$

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

Algebra Performance Task 12 Answer

**Mikaela Nyroos, Johan Korhonen, Riikka
Mononen**

Algebra Performance Task 12 Answer:

Assessment that Informs Practice, 2000 **Pilot Response to Peripheral Vision Cues During Instrument Flying**
Tasks A. Howard Hasbrook, Paul E. Young, 1968 **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 *Behavioral and Neurological Effects of Methyl Chloride*, 1976 **Performance Tasks and Rubrics for High School Mathematics** Charlotte Danielson, Elizabeth Marquez, 2016-03-02 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 Elizabeth Marquez explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the high school 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 9781138906990 so you can easily distribute them to your class **Contemporary Intellectual Assessment** Dawn P. Flanagan, Erin M. McDonough, 2022-12-05 In one volume this authoritative reference presents a current comprehensive overview of intellectual and cognitive assessment with a focus on practical applications Leaders in the field describe major theories of intelligence and provide the knowledge needed to use the latest measures of cognitive abilities with individuals of all ages from toddlers to adults Evidence based approaches to test interpretation and their relevance for intervention are described The book addresses critical issues in assessing particular populations including culturally and linguistically diverse students gifted students and those with learning difficulties and disabilities in today s educational settings [The Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate](#) Stephen J. Ceci, Wendy M. Williams, Shulamit Kahn, 2018-04-20 There is no shortage of articles and books exploring women s underrepresentation in science Everyone is interested academics politicians parents high school girls and boys women in search of college majors administrators working to accommodate women s educational interests the list goes on But one thing often missing is an evidence based examination of the problem uninfluenced by personal opinions accounts of lived experiences anecdotes and the always encroaching inputs of popular culture This is why this special issue of *Frontiers in Psychology* can make a difference In it a

diverse group of authors and researchers with even more diverse viewpoints find themselves united by their empirical objective approaches to understanding women's underrepresentation in science today. The questions considered within this special issue span academic disciplines, methods, levels of analysis, and nature of analysis. What these articles share is their scholarly evidence-based approach to understanding a key issue of our time.

Scott Foresman-Addison Wesley Middle School Math, 2002

Resources in Education, 2001-04

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.

Children's Books in Print, 2007, 2006

Cognitive and Affective Factors in Relation to Learning Mikaela Nyroos, Johan Korhonen, Riikka Mononen, 2022-11-10

Both domain-general e.g. working memory, executive functions and domain-specific e.g. number processing, phonological processing, cognitive factors have been found to predict learning in different age groups. Likewise, research has shown that various affective factors such as different emotions e.g. anxiety, self-concept, and interest need to be considered when investigating individual differences in learning. However, few studies have investigated both cognitive and affective factors simultaneously in relation to learning. In particular, there is a lack of studies investigating the interplay i.e. moderation and mediation between cognitive and affective factors on learning. The goal of this Research Topic is to deepen our knowledge on the relations between learning and both cognitive and affective factors in different age groups. We aim to provide a broad scope of emerging areas in research on cognitive and affective factors especially related to academic learning e.g. mathematics, reading, and other school subjects. Studies focusing simultaneously looking at the interplay of these constructs as well as longitudinally are of great interest. Further, we are interested in innovative study designs and recent advances in methodology in this field. To promote quality education for all and equity in education, cognitive and affective factors related to aspects of learning ranging from pre-school to tertiary provision and inclusion of individuals with special educational needs are of interest.

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 to Teach Assessment: Teachers are often clamoring for concise classroom assessments that can capture students' conceptual understanding. *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: [SAGE Handbook of Research on Classroom Assessment](#)

James H. McMillan, 2013: The *Sage Handbook of Research on Classroom Assessment* provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research: quantitative, qualitative, mixed methods, to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior.

Editor James H. McMillan and five Associate Editors: bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education.

Improving Large-Scale Assessment in Education Marielle Simon, Kadriye Ercikan, Michel Rousseau, 2012-08-21

Large-scale assessments (LSAs) play a growing role in education policy decisions, accountability, and education planning worldwide. This book focuses on central issues that are key components of successful planning, development, and implementation of LSAs. The book's main distinction is its focus on practice-based, cutting-edge research.

This is achieved by having chapters co authored by world class researchers in collaboration with measurement practitioners The result is a how to book whose language is accessible to practitioners and graduate students as well as academics No other book so thoroughly covers current issues in the field of large scale assessment An introductory chapter is followed by sixteen chapters that each focus on a specific issue The content is prescriptive and didactic in nature but based on the most recent scientific research It includes successful experiences exemplary practices training modules interesting breakthroughs or alternatives and promising innovations regarding large scale assessments Finally it covers meaningful topics that are currently taking center stage such as motivating students background questionnaires comparability of different linguistic versions of assessments and cognitive modeling of learning and assessment *Science & Engineering Indicators* ,1993

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 **Glencoe Algebra 1** ,2001 15
TGT Math Test Papers EMRS Mocktime Publication, EMRS Exam Teachers TGT Math Test Papers 15 Practice Papers Tier 1
Eklavya Model Residential Schools as per Official Exam Pattern and Syllabus **Scientific and Technical Aerospace Reports** ,1992

The Enthralling World of Kindle Books: A Detailed Guide Revealing the Pros of Kindle Books: A World of Ease and Versatility

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