





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

Date: \_\_\_\_\_

# Performance task rubric

	4 	3 	2 	1 
<b>Reasoning</b>	I carefully researched the problem and came up with a great plan to solve the problem.	I researched the problem and came up with a good plan to solve the problem.	I researched the problem a little bit and came up with an ok plan to solve the problem.	I did not research the problem and came up with a poor plan to solve the problem.
<b>Explanation</b>	I used pictures, numbers, diagrams, and/or words to clearly show my math thinking and explain my plan.	I mostly used pictures, numbers, diagrams, and/or words to show my math thinking and explain my plan.	I used few pictures, numbers, diagrams, and/or words to show my math thinking and somewhat explained my plan.	I did not use pictures, numbers, diagrams, and/or words to show my math thinking and did not explain my plan.
<b>Effort</b>	I put in my best effort, showed all my work, and finished every part of the task.	I mostly put in my best effort, showed most of my work, and finished most parts of the task.	I put in some effort, showed some of my work, and finished some parts of the task.	I did not put in my best effort, show all my work, or finish every part of the task.
<b>Neatness</b>	My final report is neat, organized, and easy to understand.	My final report is mostly neat, organized, and easy to understand.	My final report is a little bit neat, organized, and easy to understand.	My final report is not neat, organized, or easy to understand.
<b>Accuracy</b>	My math work is correct and I checked all of my work to make sure.	My math work is mostly correct and I checked my work to make sure.	My math work is somewhat correct and I checked some of my work to make sure.	My math work is not correct and I did not check my work to make sure.

# 3rd Grade Performance Task Examples

**Donna Kalmbach Phillips, Mindy Legard  
Larson**



### 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

*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      **A Collection of Performance Tasks and Rubrics** Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

Collections of Performance Tasks & Rubrics Deborah Blaz, 2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers      **Project-Based Learning+, Grades 6-12** Jorge Valenzuela, 2023-08-30 Project Based Learning PLUS Social and Emotional Learning equals student and educator success Imagine not only helping kids reach their potential academically but as citizens in society as well In this groundbreaking new book you will learn how Take project based learning PBL in which students develop educational skills like research critical thinking and teamwork to the next level by enhancing it with personal competencies like self management social awareness and responsible decision making Written by an expert in PBL student well being and technology with different levels of educator PBL experience in mind this guide to harnessing the power of these approaches provides The five elements of the PBL Framework Tools and rubrics that help you engage all students and assess their projects Ways to align PBL with the five SEL competencies outlined by CASEL Tips for putting PBL into practice to facilitate your own teaching plans The framework described in this book grounded by research and supported by practical steps is replicable in any classroom and provides educators guidance for strengthening their instructional practice to create an empowering student experience      *Science Educator's Guide to Laboratory Assessment* Rodney L. Doran, 2002 The book opens with an up to date discussion of assessment theory research and uses Then comes a wealth of sample assessment activities in biology chemistry physics and Earth science Keyed to the National Science Education Standards the activities include reproducible task sheets and scoring rubrics All are ideal for helping students reflect on their own learning during science lab      *Skills-Based Health Education* Mary Connolly, 2018-08-21 The Second Edition of 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 It takes each standard by grade span provides scenarios based on research to explain the skill and then provides a step by step approach to planning assessment and instruction Early chapters connect skills based health education to coordinated school health and the national initiatives of the Centers for Disease Control and Prevention Healthy People 2020 The Whole Child and 21st Century Skills The remaining chapters provide guidance to plan implement and assess performance tasks Readers are shown how to establish student needs select content and skill performance indicators to meet those needs and plan and implement assessment and instructions      *Focus on NAEP* , 1994      Creating Curriculum in Early Childhood Julie

Bullard,2019-11-25 Creating Curriculum in Early Childhood explores the backward design model of curriculum development equipping readers with the tools and methods they need to effectively apply backward design in the early childhood classroom Clear yet comprehensive chapters walk new and veteran educators through an effective method for curriculum design that promotes meeting standards through intentional teaching while engaging children in developmentally appropriate interest based education focused on big ideas and conceptual understanding Featuring desired results assessment methods and teaching techniques specific to birth to age eight this critical guide also includes practical tips for educators new to the method Designed to help students and practitioners alike this powerful textbook combines early childhood philosophy and developmental research with highly practical descriptions rationales and examples for developing curricular units using backward design **Targets for Teachers** Judy K. Werder Sargent,Ann E. Smejkal,2000

**Becoming a Teacher of Writing in Elementary Classrooms** Donna Kalmbach Phillips,Mindy Legard Larson,2024-04-01 The Second Edition of Becoming a Teacher of Writing in Elementary Classrooms is an interactive learning experience focusing on all aspects of becoming writer and teacher of writing in the Writing Studio The Writing Studio is illustrated with authentic classroom scenarios and include descriptions of assessments mini lessons mentor texts and collaborative and individual teaching strategies The parallel text Becoming Writer allows readers to engage as writers while learning and applying writing process practice and craft of the Writing Studio The new edition includes integration of preschool writers multilingual learners translanguaging culturally sustaining pedagogy social emotional learning Universal Design for Learning and an updated companion website with teacher resources This dynamic text supports teachers agency in the ongoing journey of joyful teaching and writing **Manuals Combined: SEABEE CONSTRUCTION BATTALION**

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BATTLE SKILLS GUIDE BOOK 3 E 7 and Above Individual Skills CONSTRUCTION BATTALION BATTLE SKILLS GUIDE  
BOOK 4 Crew Team Skills *Using Developmentally Appropriate Practices to Teach the Common Core* Lisa S.

Goldstein,2015-07-16 Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating instruction to meet the needs of all learners ensuring equitable access to the curriculum for English

Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

**Helping Children Learn Mathematics** Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2014-10-20 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M The Annual Review of Adult Learning and Literacy, Volume 3 John Comings, Barbara Garner, Cristine Smith, 2002-01-24 This unique publication is written for practitioners in the field of adult learning and literacy This third volume in the series from the National Center for the Study of Adult Learning and Literacy NCSALL This is a collection of the best new knowledge and practice in the field and includes an introduction by the editors and six articles by distinguished writers and practitioners as well as reviews of the best books and key journal articles published in the past year

**A Local Assessment Toolkit to Promote Deeper Learning** Karin Hess, 2018-02-28 For years educators have turned to the Hess Cognitive Rigor Matrices CRM when it comes to assessment Now for the first time the modules are packaged into one resource to help teachers evaluate the quality and premise of their current assessment system Handbook of Reading Assessment Sherry Mee Bell, R. Steve McCallum, 2015-07-30 The Handbook of Reading Assessment Second Edition covers the wide range of reading assessments educators must be able to use and understand to effectively assess and instruct their students Comprehensive and filled with numerous authentic examples the text addresses informal classroom based assessment progress monitoring individual norm referenced assessment and group norm referenced or high stakes testing Coverage includes assessment content relevant for English language learners and adults A set of test guidelines to use when selecting or evaluating an assessment tool is provided New and updated in the Second Edition Impact on reading assessment of Common Core Standards for literacy increased top down focus on accountability and high stakes tests innovations in computerized assessment of reading Latest developments in Response to Intervention RTI model particularly as they impact reading assessment International Reading Association standards for reading educators and brief discussion of International Dyslexia Association standards Types of reading assessment including discussion of formative versus summative assessment Expanded coverage of assessment of reading motivation Expanded coverage of writing assessment New and revised assessments across genres of reading assessment Companion Website numerous resources relevant to reading and writing assessment suggestions for evidence based instructional practices that can be linked to assessment results PowerPoint slides test bank study guides application exercises **Designing Assessment for Mathematics** Eileen Depka, 2007-05-31 Clearly

demonstrates how to design rubrics for math a content area that desperately needs support The use of rubrics combined with performance tasks helps educators teach math at a higher more engaging level A must have book for all educators seeking to build a strong thinking based math program Lee Ann Cervini Principal Holley Elementary School NY Makes a distinct contribution to the field Not only does the text clearly explain how to create rubrics and performance tasks in a step by step manner each chapter also provides an example for immediate use in the classroom Marcia Carlson Sixth Grade Teacher Crestview Elementary School Clive IA Enhance students understanding of math concepts through rubrics and hands on learning Teaching mathematics in today s world requires practices and procedures integrated with performance tasks that actively involve students In this second edition of Designing Rubrics for Mathematics Eileen Depka clarifies the purpose of rubrics in math instruction and illustrates the relationship between assessment rubrics and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics 2000 Each chapter in this research based updated edition offers easy to use strategies suggestions creative sample problems and tasks to engage students in hands on learning while allowing them to have fun in the process With two new chapters focused on communication to deepen students understanding of math concepts and using rubric data to improve instruction this resource provides teachers with Reflective activities to use with students for metacognitive processing Strategies for creating standards linked rubrics plus samples Tips for differentiating performance tasks How to s for student created rubrics Internet resource links for rubric development mathematical focal points and standards Designing Assessment for Mathematics Second Edition demonstrates how to drive instruction and successfully boost achievement levels by providing students with experiences that impact their learning and performance

**Using Formative Assessment to Support Student Learning Objectives** M. Christina Schneider, Robert L. Johnson, 2018-08-06 As student learning objectives become an increasingly prominent approach to setting goals and growth measures in schools teachers competence in formative assessment is essential Using Formative Assessment to Support Student Learning Objectives introduces current and future educators to SLOs as tools for shaping career and college ready students Written in concise and straightforward language and replete with step by step exercises real life examples and illustrative charts this useful guide provides pre and in service educators with the theoretical background and practical tools needed to implement the latest SLO research in their classrooms

*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



This book delves into 3rd Grade Performance Task Examples. 3rd Grade Performance Task Examples is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into 3rd Grade Performance Task Examples, encompassing both the fundamentals and more intricate discussions.

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

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of 3rd Grade Performance Task Examples.

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