

Make 48 Math Performance Task

Write or draw your responses that

Make 48 Math Performance Task

Why is it important to be able to use all four different operations?

Why is it important to be able to use all four different operations?

How can you make 48 using addition, subtraction, multiplication, and division? (Remember to use the order of operations.)

How can you make 48 using addition, subtraction, multiplication, and division? (Remember to use the order of operations.)

Do you have any other ways of making 48 using all four operations? (Remember to use the order of operations.)

Do you have any other ways of making 48 using all four operations? (Remember to use the order of operations.)

What is another way to say 48?

What is another way to say 48 using all four operations? (Remember to use the order of operations.)

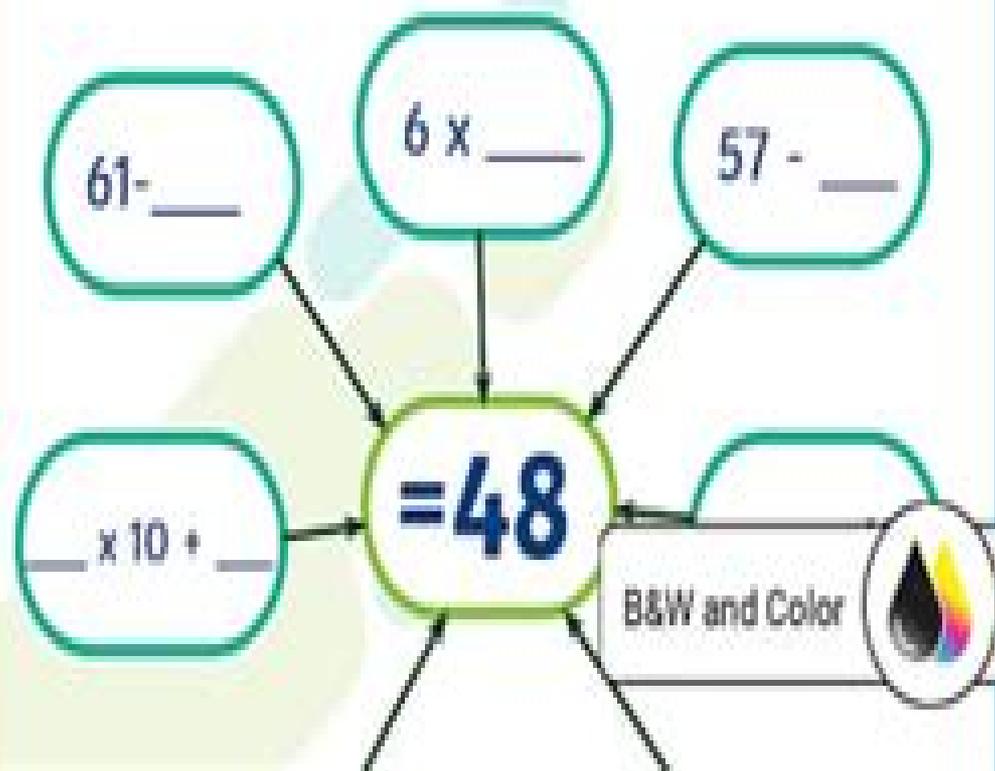
How can you use three operations of math to make 48? (Remember to use the order of operations.)

How can you use three operations of math to make 48? (Remember to use the order of operations.)



Make 48 Math Performance Task

Make 48 by filling in the chart below:



3rd Grade Pearson Performance Task Mat

Martin, Christie, Polly, Drew



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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

Resources in Education, 1989 Making the Most of Small Groups Debbie Diller, 2023-10-10 Author Debbie Diller turns her attention to small reading groups and the teacher's role in small group instruction Making the Most of Small Groups Differentiation for All grapples with difficult questions regarding small group instruction in elementary classrooms such as How do I find the time How can I be more organized How do I form groups How can I differentiate to meet the needs of all of my students Structured around the five essential reading elements comprehension fluency phonemic awareness phonics and vocabulary the book provides practical tips sample lessons lesson plans and templates suggestions for related literacy work stations and connections to whole group instruction In addition to ideas to use immediately in the classroom Diller provides an overview of relevant research and reflection questions for professional conversations

Handbook of Research on Teacher Education and Professional Development Martin, Christie, Polly, Drew, 2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference source for academics professionals students practitioners and researchers

Literacy Teaching and Learning Zhihui Fang, 2005 Organized into 10 thematic sections the 30 carefully selected articles and accompanying pedagogical features enable students to gain an in depth understanding of and practical ideas about current trends and issues in literacy teaching and learning This text is a must read for preservice teachers in service teachers graduate students of literacy and related fields and alternative teaching candidates seeking reading endorsement or certification Jacket

After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond Rachel L. McCormack, Jeanne R Paratore/IRA, Jeanne R. Paratore, 2005-01-18 For courses in Elementary Reading Methods Literacy in the Elementary School and Literacy Tutoring Even with effective early interventions many students continue to need expert and intensive reading instruction well beyond the primary grade years Now intermediate and middle school educators and pre service teachers have a resource to help them develop instructional strategies for these students The

contributors to this volume draw from research and classroom practice as they share strategies that work for readers who continue to struggle in grades 3-8. Readers will learn how to address the needs of children in a range of instructional settings and learning contexts and gain a solid understanding of the current state of knowledge on struggling readers and the multiple pathways they can take to help them succeed. **Resources in Education**, 1995. **Linguistics and Language Behavior Abstracts**, 1991. **System Design for Human Interaction** IEEE Systems, Man, and Cybernetics Society, 1987. **Spatial Visualization** David Ben-Haim, 1982. **Teaching Science for All Children**, 2005. This compact paperback volume provides preservice teachers with STRATEGIES AND METHODS of teaching science in the K-8 classroom using Inquiry. The authors integrate the NSE standards, constructivism, and technology into their popular 4-E approach to teaching. Exploration, Explanation, Expansion, and Evaluation make up the 4-Es of the learning cycle model first invented by Robert Karplus as part of the Science Curriculum Improvement Study in the 1960s. **Teaching Science for All Children: Inquiry Methods for Constructing Understanding** provides methods for future teachers to foster awareness among their students of the nature of science, to implement skills in the classroom using science inquiry processes, and to develop in their students an understanding of the interactions among science, technology, and society. **Dissertation Abstracts International**, 2005. **Current Index to Journals in Education**, 1996-04. **Measurement and Evaluation in Psychology and Education** Robert M. Thorndike, 2005. This classic introduction to educational and psychological measurement provides a technically rigorous treatment of the core issues in measurement in an easy-to-read and easy-to-comprehend way. In preparing readers to become independent users of test information, it describes problems in measurement, explains how these problems are approached and solved, surveys a broad range of sources, and provides guidance in how to find, evaluate, and integrate information about specific tests. This book focuses on the basic issues in measurement. Offers an exceptionally readable presentation that does not require extensive math background. Makes frequent cross-references to related topics found in other chapters. Increases emphasis on the assessments used by counselor-school psychologists. **El-Hi Textbooks and Serials in Print, 1996** R.R. Bowker Publishing, Bowker, 1996-02. *Human Learning* Jeanne Ellis Ormrod, 1999. This leading book in learning theories explains principles and theories of human learning in a lucid and engaging fashion and lays out the application of those theories and principles to educational practice. Covers many topics throughout the book, chaining cognitive aspects of applied behavior analysis, constructivist, and contextual views of learning, effects of verbalization, and enactment dichotomies, in long-term memory, mental theories, development of expertise, effects of alternative forms of assessment, self-regulated learning, and epistemological beliefs, self-worth theory, and internalized motivation. **Comprehensive Dissertation Index**, 1989. **Personality Tests and Reviews** Oscar Krisen Buros, 1970. **Journal of Developmental Education**, 1996. **Multiple Paths to Literacy** Joan P. Gipe, 2006. *Multiple Paths to Literacy* approaches reading assessment and learning from a multiple intelligences perspective. This perspective helps teachers

understand students varied strengths needs and learning styles and provides teachers with analytical techniques for helping all students learn more effectively

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