UNIT ONE CULMINATING TASK

PERFORMANCE TASK: What's the Story Here?

This culminating task represents the level of depth, rigor, and complexity expected of all third grade students to demonstrate evidence of learning.

STANDARDS FOR MATHEMATICAL CONTENT

MCC.3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

MCC.3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MCC.3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
4. Model with mathematics.
6. Attend to precision.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Thorough and in-depth experiences with the concepts contained in this unit, such as addition and subtraction, place value, rounding, multiples of ten, and arithmetic properties is necessary prior to asking students to complete this assessment independently.

ESSENTIAL QUESTIONS

- How can I show what I know about addition, subtraction, problem solving, and estimation?
- What happens to a number when it is multiplied by ten?

MATERIALS

- Large paper (11"x 17") – one sheet per student

- Scissors
- Markers, crayons, or colored pencils

GROUPING

Independent Performance Assessment

TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION

While this task is intended to serve as a summative assessment, it also may be used for teaching and learning. If used as an assessment, it is important that all elements of the task be addressed throughout the unit so that students understand what is expected of them. Also, if using a rubric, students should be given a copy of the rubric as part of the teacher introduction of the assessment, so that they are aware of the expected rigor and quality for their work. A sample rubric is provided below.

Students make a book following given guidelines that demonstrate many of the concepts learned in this unit.

Encourage students to write all of their word problems based on one topic or theme. For example, students could choose to write all problems about soccer or a favorite hobby.
Below are the student directions for this task.
Your task is to make a book to demonstrate what you have learned in this unit.
While there are many ways to make a simple 8-page book, the directions for one foldable are at the following link: http://www.shininghours.com/creating/one_sheet_8_pages!.htm

Your book will need 8 pages. Use the following directions to complete your book.

- ☐ Page 1 – title, author, publishing date
- ☐ Page 2 – addition story showing the commutative, associative, and identity properties
- ☐ Page 3 –addition story (multi step) using three or four digit numbers
- ☐ Page 4 – addition story showing rounding to the nearest ten
- ☐ Page 5 – subtraction story (multistep) showing take-away using three or four digit numbers
- ☐ Page 6 – subtraction story showing comparison
- ☐ Page 7 – subtraction story showing rounding to the nearest hundred
- ☐ Page 8 – a multiplication story that shows what happens when a number is multiplied by multiples of ten

Make sure each page contains the following:

- Use at least one two-digit and one three-digit number in each story
- Model each story with an illustration or drawing using base ten blocks,
- Put the correct solution on the back of each page or in a separate answer key
- Show how you checked your work by using the inverse operation.

Make sure your book is clearly written, that your math stories are correctly spelled, capitalized, and punctuated, and that you follow the steps above when making your book. Put page numbers on the bottom right hand corner of your book pages and if desired, decorate the title page.

FORMATIVE ASSESSMENT QUESTIONS

- What is your plan for completing this assessment?
- Do you have a draft of your project?
- How will you prove that your answers are correct?

DIFFERENTIATION

Extension

- Rather than having a separate page for each of the properties, ask students to identify the use of each property within other pages of the book. In this way, students can create their own problem and solution for the three open pages.

Intervention

- Provide story frames or other supportive structures to allow students to be successful in completing each page of their book.
- Break the task into related, manageable chunks, eliminating unnecessary steps or combining steps (for example, estimation could replace one of the addition or subtraction pages).

TECHNOLOGY

An alternative to creating a book would be to use PowerPoint, Prezi, or a similar program, and have some (or all) students make slides, video, etc. instead of a book. Photographs of the students and their work can be inserted into Powerpoint or Prezi for a presentation for parents for the current year or to show benchmark work to students next year.

Name _____ Date _____

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