



# The News that Counts

October 2015 Issue



## Performance Tasks

This year, in all grades, the students will be completing a performance task for each unit. A performance task is a goal-directed assessment exercise. It consists of an activity or assignment that is completed by the student and then judged by the teacher or other evaluator on the basis of specific performance criteria.

**Experts in the field emphasize that any effective performance assessment task should have the following design features:**

- Students should be active participants, not passive “selectors of the single right answer.”
- Intended outcomes should be clearly identified and should guide the design of a performance task.
- Students should be expected to demonstrate mastery of those intended outcomes when responding to all facets of the task.
- Students must demonstrate their ability to apply their knowledge and skills to reality-based situations and scenarios.
- A clear, logical set of performance-based activities that students are expected to follow should be evident.
- A clearly presented set of criteria should be available to help judge the degree of proficiency in a student response.

Our performance tasks are a series of tasks that the students will perform based on the units they are studying throughout the school year. The students will be given an engaging scenario and then perform 4 to 5 tasks based on the scenario. The main purpose of a performance task is to allow the students to take skills that they are being taught and apply them to a real world situation. We believe that all students should understand why they are being taught a skill and how it applies to their lives. Performance Tasks are part of the students’ math grade.

## Fifth grade SRBI group hard at work!

## Save the Date



Thank you to all who came out to **Math Night!** Hope to see you at our next one on **March 3, 2016**. More details will be forthcoming.

The **5<sup>th</sup> grade classes** are just finishing up Unit 1 – Algebraic Connections and will begin Unit 2 – Understanding the Place Value System. One way to help reinforce this unit at home is to discuss the value of money with your child. Showing how a \$10 bill is also 10 \$1 bills, as well as 100 dimes ( $\frac{1}{10}$  of a dollar). Reminding your child that digits are used to write numbers and the place of that digit within the number represents the value. For example, the digit 8 in 18,345 is in the thousands place and its value is 8,000.

The **6<sup>th</sup> grade classes** will be finishing Unit 1-Operating with Positive Rational Numbers. The next unit they will be working on is Unit 2-Ratios/Rates. In this unit, students will build on and extend their knowledge of simplifying and computing with fractions as they work with ratios and proportions. They will also draw upon their understanding of percentages and of the relationship between fractions, decimals, and percents. They will be using these skills to compare prices when shopping, comparing amounts of different objects, and comparing to different groups.

## Setting Personal Goals

*Communicating mathematically means that you are able to share your ideas and understandings with others orally and in writing. Because there is a strong link between language and the way we understand ideas, you should take part in discussions, ask questions when you do not understand, and think about how you would explain to someone else the steps you use in solving problems.*

The fifth grade is going on a field trip to the zoo. The zoo requires that for every 15 students, there must be one chaperone.

If there are 194 students going on the trip, how many chaperones will be needed?

Answer \_\_\_\_\_

Student name and room number \_\_\_\_\_

Parent Signature \_\_\_\_\_