

Name _____

Outcomes E Performance Task:
Equivalent Fractions

Blowers-B-Lie has a fleet of moving trucks to move people. Size 1 is just the truck, size 2 is the truck and 1 trailer, size 3 is the truck and 2 trailers and so on.

Size 1



Size 2



The truck has 10 wheels, 5 on each side, and the trailer has 4 wheels, 2 on each side. The table shows the number of wheels in each size of moving truck.

Size of truck	1	2	3	4	5
Number of wheels	10	14			

1.) Fill in the table to show how many wheels in size 3, 4, and 5.

2.) The biggest size Blowers-B-Lie provides is 12. How many wheels would size 12 contain? Show how you figured that out.

3.) Shyenne says she bought a size that contained 46 wheels. Can Shyenne be correct? Explain how you know.

4.) The factory where the trucks are made needs a rule for the number of wheels in any size package so that it can use it in its computer. Write an expression for the number of wheels in a size n package.

Volume Common Core 7th Grade Performance Task

SJ Ball



Volume Common Core 7th Grade Performance Task:

Performance Tasks and Rubrics for Middle 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 middle 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/9781138906914 so you can easily distribute them to your class

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

Math That Matters Marian Small, 2019-05-17 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 Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more *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 *Research-Based Practices for Teaching Common Core Literacy* P. David Pearson, Elfrieda H. Hiebert, 2015 This one of a kind resource will be invaluable to every teacher educator every curriculum director and every literacy coach whether or not they must meet Common Core Standards Bringing together perspectives from literacy luminaries each addressing their specialty this book offers an accessible fund of rich practices in literacy instruction The book serves two purposes First it assembles a body of knowledge and wisdom from leading literacy researchers who each draw from a long career in the field to address topics of central importance to good literacy instruction Second these research to practice leaders connect established best practices and foundational research to the current challenge of instruction to meet Common Core Standards and other rigorous curriculum guidelines The contributors point out strengths of the Common Core as well as issues and oversights that educators should be aware of Closing chapters situate the Common Core within a continuum of educational policy and legislation Contributors Richard L Allington Monica T Billen Jay S Blanchard Robert Calfee Gina N Cervetti Michael F Graves John T Guthrie Elfrieda H Hiebert James V Hoffman Rosalind Horowitz Michael L Kamil Barbara Kapinus Richard Long Leigh Ann Martin Kimberly McCuiston James Nagelinger David Paige P David Pearson Timothy Rasinski S Jay Samuels Barbara Taylor Joanna P Williams Kathleen Wilson Pearson and Hiebert have long advocated for children in schools and this volume is no exception They and their chapter authors situate the CCSS within the historical and policy context in which it was written and support the literacy education community as we wrestle with the implications the standards have for research for teachers for teaching and for learning Sharon Walpole University of Delaware This book gets way beyond generalities and polemics about the Common Core taking a deep and measured dive into a wide range of essential topics within the standards I read a lot and I can't think of the last time I read anything about the CCSS as engaging and thought provoking as this Nell K Duke University of Michigan **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 Resources in Education ,2000-04 *The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 2* Timothy Brophy,2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music *The Content Of Science: A Constructivist Approach To Its Teaching And learning* Australia. Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University,2013-11-26 First published in 1994 Leading scholars in science education from eight countries on four continents and ex pert practising science teachers primary and secondary wrote about the teaching and learning of particular science content or skills and hence how different science content requires different sorts of teaching and learning Having shared the papers they then met to discuss them and subsequently revised them The result is a coherent set of chapters that share valuable insights about the teaching and learning of science Some chapters consider the detail of specific topics e g floating and sinking soil and chemical change some describe innovative procedures others provide powerful theory Together they provide a comprehensive analysis of constructivist learning and teaching implications **The Content Of Science: A Constructive Approach To Its Teaching And Learning** Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, Australia.,2012-11-12 A group of science educators with experience of being involoved in curriculum development and in conducting extensive research on many aspects of teaching and learning science have combined their findings in this volume Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching The experiences of members of the Monash Children s Science Group specifically three primary teachers and one biology teacher have also been included so as to present the voices of teachers for whom writing a personal account of their teaching is often an unappealing task The Content of Science Peter J. Fensham,Richard F. Gunstone,Richard Thomas White,1994 A group of science educators have combined their findings in this volume Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching **Title Index, ERIC ED Accessions File** ERIC Processing and Reference Facility,1966 *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel,2016-11-18 Volume III of the Handbook of Research in Second Language

Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What s new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Education Statistics Quarterly ,1999 **The State of State English Standards, 2005**
Sandra Stotsky,2005 **Educational Policy Innovations** Sing Kong Lee,Wing On Lee,Ee Ling Low,2013-10-27 This volume presents how high performing education systems over the world are constantly innovating their educational policies to nurture their citizens for the challenges of the future economy and the anticipation of the unknown This volume includes a state of the art review of the literature in this field several commissioned focal chapters focusing on the distinctive case of Singapore and internationally commissioned chapters of several other accomplished education systems around the world A comparative study of Singapore against other high performing education systems is included to provide greater insights to the possible applications to other education systems

Students at Risk of School Failure José Jesús Gázquez,José Carlos Núñez,2018-10-18 The main objective of this Research Topic is to determine the conditions that place students at risk of school failure identifying student and context variables In spite of the fact that there is currently little doubt about how one learns and how to teach in some countries of the developed world there is still there is a high rate of school failure Although the term school failure is a very complex construct insofar as its causes consequences and development from the field of educational psychology the construct student engagement has recently gained special interest in an attempt to deal with the

serious problem of school failure School engagement builds on the anatomy of the students involvement in school and describes their feelings behaviors and thoughts about their school experiences So engagement is an important component of students school experience with a close relationship to achievement and school failure Children who self set academic goals attend school regularly and on time behave well in class complete their homework and study at home are likely to interact adequately with the school social and physical environments and perform well in school In contrast children who miss school are more likely to display disruptive behaviors in class miss homework frequently exhibit violent behaviors on the playground fail subjects be retained and if the behaviors persist quit school Moreover engagement should also be considered as an important school outcome eliciting more or less supportive reactions from educators For example children who display school engaged behaviors are likely to receive motivational and instructional support from their teachers The opposite may also be true But what makes student engage more or less The relevant literature indicates that personal variables e g sensory motor neurodevelopmental cognitive motivational emotional behavior problems learning difficulties addictions social and or cultural variables e g negative family conditions child abuse cultural deprivation ethnic conditions immigration or school variables e g coexistence at school bullying cyberbullying may concurrently hinder engagement preventing the student from acquiring the learnings in the same conditions as the rest of the classmates

What Mathematics Do Students Know and How is that Knowledge Changing? Peter Kloosterman, Doris Mohr, Crystal Walcott, 2015-09-01 This volume is intended for researchers curriculum developers policy makers and classroom teachers who want comprehensive information on what students at grades 4 8 and 12 the grades assessed by NAEP can and cannot do in mathematics After two introductory chapters on the design of NAEP the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items These chapters are organized by content area and then by topic e g understanding of place value knowledge of transformations ability to use metric and U S systems of measurement and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary middle and high school mathematics curriculum Additional chapters focus on student reasoning U S performance on international assessments and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics Several themes emerge from the volume One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years it has slowed more on some topics than others Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught For example there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been

increasing In contrast while relatively few twelfth grade students have ever been good at factoring trinomials performance on this skill seems to be decreasing This suggests that while more students are completing advanced mathematics courses in high school these courses are not helping in the area of factoring trinomials Finally there are limitations to using NAEP as a measure of student performance on the Common Core State Standards To the extent that NAEP can be used however the NAEP data show a substantial gap between expectations and performance **Research in Education** ,1972-05

Resources in Education ,1997 *Handbook on Measurement, Assessment, and Evaluation in Higher Education* Charles Secolsky,D. Brian Denison,2017-07-31 In this valuable resource well known scholars present a detailed understanding of contemporary theories and practices in the fields of measurement assessment and evaluation with guidance on how to apply these ideas for the benefit of students and institutions Bringing together terminology analytical perspectives and methodological advances this second edition facilitates informed decision making while connecting the latest thinking in these methodological areas with actual practice in higher education This research handbook provides higher education administrators student affairs personnel institutional researchers and faculty with an integrated volume of theory method and application

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web the phase currents of the a b and c phases the position of the rotor the dc voltage at the input of the motor controller other signals such as iq id the duty cycles and etc are all generated using the math above such as the clarke and park transforms current controllers and svm

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web the control circuit is based on a cmos inverter ic1 type 40106 the motor is switched by a darlington with discrete components t1 t2 ic1a inverter operates as an oscillator whose duty cycle the t2 leads so the motor receives energy is determined by r2 c2 d3 gave the inactive signal oscillator when t2 is blocked is determined by r3 p1

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web three phase brushless dc 3 motor 2 brush dc motor 4 bipolar stepper motor basic principle an electric motor is a device converting electrical energy into mechanical energy generally a torque this conversion is usually obtained through the generation of a magnetic field by means of a current flowing into one or more coils electrical energy

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web the diagram below has two components the normally open temperature switch and the magnetic contactor the three normally closed contacts that represent the olr protection are connected in series with the motor coil and so can be treated as a single device in practice a motor starter often only has two external connection points and all internal

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web ically when voltage returns the control circuit is completed through the stop button and also a holding contact 2 3 on the starter when starter drops out this contact opens breaking the control circuit until the start button is pressed once again l3 t3 t

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web motor contactor or starter coils are typically designated by the letter m in ladder logic diagrams

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web an mcc comprises three buses for a three phase system and the cabinet consists of a circuit breaker a motor starter and

a control transformer however the actual contents vary widely as per requirements the circuit breaker has a handle that goes through the door to switch it off without opening it for safety purposes

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