

Performance Assessment Task

Presenting Number...

You are an excellent game show host and your reputation for number knowledge is sought after by all the big television companies.

The TV show *Sesame Street* is developing a new math section for their program. The producers have asked you to develop an episode based on any number of your choice between 5 and 20. Children aged 3 to 5 will be watching this episode.

Your presentation to the producers must include

- ☆ at least 4 different ways of representing the number you chose (with manipulatives, using words, using digits, using examples found in your environment, dividing the number into smaller parts etc.),
- ☆ a demonstration of how to count in different ways using this number (by ones, backwards, jumping by 2's or 5's etc.)
- ☆ an explanation of why you have chosen this number. *Why is this number important or significant?*

You can present your number in a book or a poster format. You can use models, manipulatives, drawings, songs, skits etc. in your presentation.

You will present your episode to the producers of *Sesame Street*, who may want to film your presentation.

Good luck!

Rating Scale: Presenting Number...

Student _____

Criteria	Description of Criteria	Yes	No	Teacher Observations
Construct and/or explain different representations of the chosen number (Number 4)	Possible Representations: <ul style="list-style-type: none"> • a set of crayons or cubes (idea: that 2 sets of different materials can represent the same number) • in words • with digits • the number separated into smaller parts (e.g. : number 7 can be separated into a group of 3 and a group of 4 OR a group of 2, a group of 4 and a group of 1) • on a number line • photo of the number as found in the environment • drawings 			
Count up to and from the chosen number (Number 1)	Possible Ways: <ul style="list-style-type: none"> • one by one • jumping by 2 etc. • backward one by one 			
Explain ideas using mathematical language [C]	Questions to consider: *Can the student explain how he succeeded in the task? *Does the student use mathematical language?			
Make links to personal experience [CN]	Questions to consider: *Can the student give examples of the number from their personal experiences? *Can the student explain where the number is found in their environment?			
Justify their work [R]	Questions to consider: *Can the student explain why they think this number is important or significant? *Can the student defend the way they chose to represent their number?			

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.