Performance-Based Task

Name of Task: Leap Frog	**Grade Level:**

BEGIN WITH THE END IN MIND: What will we learn about the students' mathematical understanding from this task?

The students will explore different ways to solve problems. Incorporating an illustration can help the students visualize patterns and relationships in this problem.

Common Core Content Standards assessed through this task: (choose 3-5 standards at your grade level that can be clearly assessed through this task. Standards need not be from the same domain but should relate to the task).	**Standards for Mathematical Practice assessed through this task:** (choose 2-3 Standards for Mathematical Practice that can be clearly assessed through this task.)
1.OA.1./1.O.A.2. The students will represent and solve problems involving addition and subtraction.	1.OA.1./1.O.A.2. The students will represent and solve problems involving addition and subtraction

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Use the space below to outline your task. Keep the following in mind…

A frog is at the bottom of a hole. The hole is 16 inches deep. The frog jumps up 3 inches each time. How many jumps will it take to get to the top?

Deeper thinking:

How many jumps to get to the top at

21 inches _____

27 inches _____

33 inches _____

39 inches _____

45 inches _____

Assessment: How will you evaluate student work? Create a task-specific rubric. Apply the Exemplars levels– Novice, Apprentice, Practitioner, Expert – when creating your rubric.

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Novice	The student will not show any strategies and their answer will be incorrect.
Apprentice	The student will try to represent their ideas. They may have the correct answer but not a precise illustration or vice versa.
Practitioner	The student will mirror the expert but may not develop into the deeper thinking section.
Expert	The student will present their ideas clearly with a detailed drawing to go along with the solution. This student will also be successful completing the deeper thinking sections with viable rational.

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NCTM Process Standards and the CCSS Mathematical Practices

NCTM Process Standards	CCSS Standards for Mathematical Practice
Problem Solving	1. Make sense of problems and persevere in solving them. 5. Use appropriate tools strategically.
Reasoning and Proof	2. Reason abstractly and quantitatively. 3. Critique the reasoning of others. 8. Look for and express regularity in repeated reasoning
Communication	3. Construct viable arguments
Connections	6. Attend to precision. 7. Look for and make use of structure
Representations	4. Model with mathematics.