

GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Student Booklet

Task Title: **Fair Fun For \$5.00**

Student's Name: \_\_\_\_\_

GRADE 3 - PERFORMANCE ASSESSMENT

MATHEMATICS

**TASK: Fair Fun For \$5.00**

PROBLEM:

You are going to the fair this weekend. Your grandmother brings you home a printed poster that tells you the ride tickets will be 50¢ each. You also notice that some rides take more than one ticket. If your grandmother gives you \$5.00 to spend on the rides, will you be able to go on each ride once?

Printed Poster

<u>Tickets 50¢</u>	
Bumper Cars	1 ticket
Ferris Wheel	3 tickets
Hammer Head	3 tickets
Merry-Go-Round	1 ticket
Scrambler	2 tickets
Spider	2 tickets

**INSTRUCTIONS:**

Use the information on the poster to tell your grandmother if you can go on each ride at least one time. Explain your thinking in words and numbers. Show all calculations you used to figure this out.

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MATHEMATICS

Teacher Booklet

Task Title: **Fair Fun For \$5.00**

# GRADE 3 - PERFORMANCE ASSESSMENT

## MATHEMATICS

### **TASK: Fair Fun For \$5.00**

#### CURRICULUM STANDARD ASSESSED:

EALRs - 1.1, 2.1, 2.3, 3.1, 3.3, 4.2, 4.3

#### Problem Solving:

- Uses a variety of strategies and approaches to solve problems.
- Applies appropriate methods, operations, & processes to construct a solution.

#### Communication:

- Organizes & clarifies mathematical information through narrative expression.

#### ASSESSMENT PROTOCOL:

1. The teacher will read the directions while students follow along.
2. This assessment is to be done independently.

#### PROBLEM:

You are going to the fair this weekend. Your grandmother brings you home a printed poster that tells you the ride tickets will be 50¢ each. You also notice that some rides take more than one ticket. If your grandmother gives you \$5.00 to spend on the rides, will you be able to go on each ride once?

#### Printed Poster

<u>Tickets 50¢</u>	
Bumper Cars	1 ticket
Ferris Wheel	3 tickets
Hammer Head	3 tickets
Merry-Go-Round	1 ticket
Scrambler	2 tickets
Spider	2 tickets

#### INSTRUCTIONS:

Use the information on the poster to tell your grandmother if you can go on each ride at least one time. Explain your thinking in words and numbers. Show all calculations you used to figure this out.

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MATHEMATICS

Anchor Paper Commentaries

Task Title: **Fair Fun For \$5.00**

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: Fair Fun For \$5.00**

##### Problem Solving:

- 4 The student showed how he/she organized his/her thoughts by grouping 50's together to show the cost of each ride.  
Correct answer was attained by adding the groups of 50¢ to get \$6.00
- 3 Student showed the addition process by grouping rides together & then adding up the groupings to get \$6.00.  
Student states "I added" & then shows the computation in an orderly fashion.
- 2 Student showed understanding of interpretation of problem by adding up twelve 50's to get 600.  
Student showed some confusion when the 600 was not converted to dollars, but to 60¢ in the writing.
- 1 Although the student demonstrated knowledge of adding by getting the 12 (# of tickets needed for all rides), he/she did not demonstrate an understanding of the problem as he/she thought the rides cost \$12.00.

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: Fair Fun For \$5.00**

Communication:

- 4 No sample available.
- 3 The communication that the student shares matched the computations on the paper, and followed the same order.  
The student used specific communication including words like “First I”, “Second I”, etc.  
Communication began and ended with the answer to the problem.  
Communication is confusing where student states “I can’t go on the rides because they’re 50¢.”
- 2 Student organizes by adding 12 groups of 50 together to get 600 (should be \$6.00).  
Student’s interpretation of 600 to 60¢ is confusing.  
The student correctly answers the problem by stating “No,” to the grandmother.
- 1 The student represents mathematical information that is appropriate for this task by adding the tickets needed (12) and using that for the amount of money needed for all of the rides.
- 0 No attempt made to solve problem.

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MATHEMATICS

Student Booklet

Task Title: **Freddie The Fantastic Flea**

Student's Name: \_\_\_\_\_

GRADE 3 - PERFORMANCE ASSESSMENT

MATHEMATICS

**TASK: Freddie The Fantastic Flea**

PROBLEM:

You work for a circus. Your job is to help Freddie's trainer buy materials for Freddie the Flea. You have to make several measurements to find out how far he travels and how much material he needs. You will also be asked to design your own stunt for Freddie, and tell how far he will travel.

MATERIALS:

- 13" of String
- Inch Ruler
- Pencil

INSTRUCTIONS:

1. You need to find out how much rope Freddie needs for his tightrope stunt. With your ruler, measure the distance from the **A** to the **B** to the nearest half inch.

**A**  
●

**B**  
●

Freddie needs \_\_\_\_\_ inches of rope.

How do you know? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

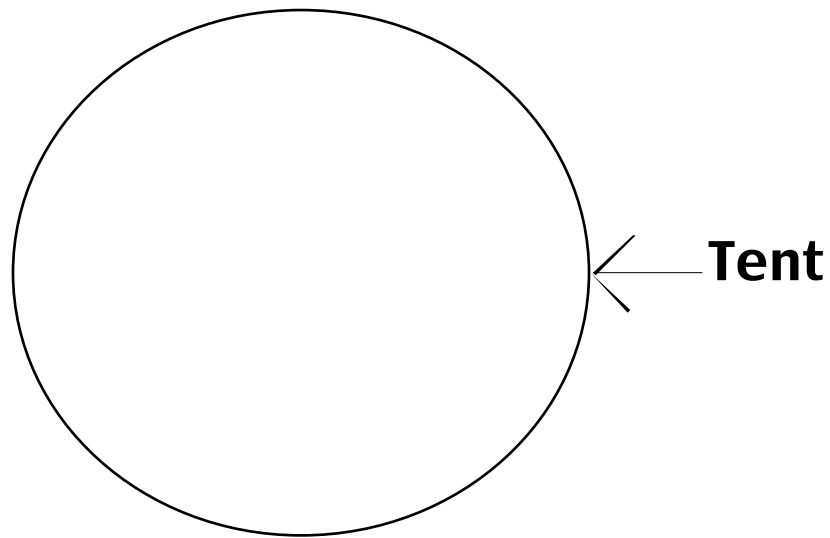
\_\_\_\_\_

\_\_\_\_\_

2. Freddie jumps 3 inches. Starting at **C**, put a dot where he lands.

**C**  
●

3. Freddie somersaults around the edge of the tent. He needs a rope to guide himself around the edge of the whole tent. Measure to the nearest half inch around the tent.



Freddie needs \_\_\_\_\_ inches of rope.

How did you get your answer? Explain in words.

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4. Freddie's trainer has asked you to design a new stunt for Freddie. He must travel some distance. Think about what else he could perform.

Describe in words the stunt you have designed.

Show using words, pictures, and numbers how far Freddie will travel while performing the stunt.

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MATHEMATICS

Teacher Booklet

Task Title: **Freddie The Fantastic Flea**

# GRADE 3 - PERFORMANCE ASSESSMENT

## MATHEMATICS

### **TASK: Freddie The Fantastic Flea**

#### CURRICULUM STANDARD ASSESSED:

EALRs - 1.2, 2.3, 5.2

Measures to the nearest whole and common fractional parts of units when given a realistic situation in other disciplines.

#### ASSESSMENT PROTOCOL:

1. Teacher reads problem aloud. May also read test questions, if low readers.
2. The assessment is to be done independently.

#### PROBLEM:

You work for a circus. Your job is to help Freddie's trainer buy materials for Freddie the Flea. You have to make several measurements to find out how far he travels and how much material he needs. You will also be asked to design your own stunt for Freddie, and tell how far he will travel.

#### MATERIALS:

13" of String  
Inch Ruler  
Pencil

#### INSTRUCTIONS:

1. You need to find out how much rope Freddie needs for his tightrope stunt. With your ruler, measure the distance from the **A** to the **B** to the nearest half inch.

**A**  
●

**B**  
●

Freddie needs \_\_\_\_\_ inches of rope.

How do you know? \_\_\_\_\_

2. Freddie jumps 3 inches. Starting at **C**, put a dot where he lands.

**C**  
●

3. Freddie somersaults around the edge of the tent. He needs a rope to guide himself around the edge of the whole tent. Measure to the nearest half inch around the tent.

Freddie needs \_\_\_\_\_ inches of rope.

How did you get your answer? Explain in words.

4. Freddie's trainer has asked you to design a new stunt for Freddie. He must travel some distance. Think about what else he could perform.

Describe in words the stunt you have designed.

Show using words, pictures, and numbers how far Freddie will travel while performing the stunt.

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MATHEMATICS

Anchor Paper Commentaries

Task Title: **Freddie The Fantastic Flea**

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: Freddie the Fantastic Flea**

##### Problem Solving:

- 4 The student measured tasks 1-3 accurately and designed a new stunt for Freddie. Those measurements are also accurate.
- 3 The student measured most tasks accurately. They designed a new stunt for Freddie, and those measurements are reasonably accurate.
- 2 The student measured some tasks accurately and designed a new stunt for Freddie. Not all measurements are accurate.
- 1 The student might have measured a task with reasonable accuracy. Measurement is not accurate in the new stunt.

##### Communication:

- 4 Writes clear, accurate descriptions of strategies used to measure. The new stunt is clearly described.
- 3 Writes less accurate descriptions of measurement strategies and of the new stunt.
- 2 Writes a confusing explanation of measurement strategies, but the new stunt is accurately described.
- 1 Writes confusing explanations of measurement strategies. Description of the new stunt is unclear and incomplete.

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MATHEMATICS

Student Booklet

Task Title: **Jordan's Looking To Wrap It Up**

Student's Name: \_\_\_\_\_

GRADE 3 - PERFORMANCE ASSESSMENT

MATHEMATICS

**TASK: Jordan's Looking To Wrap It Up**

**PROBLEM:**

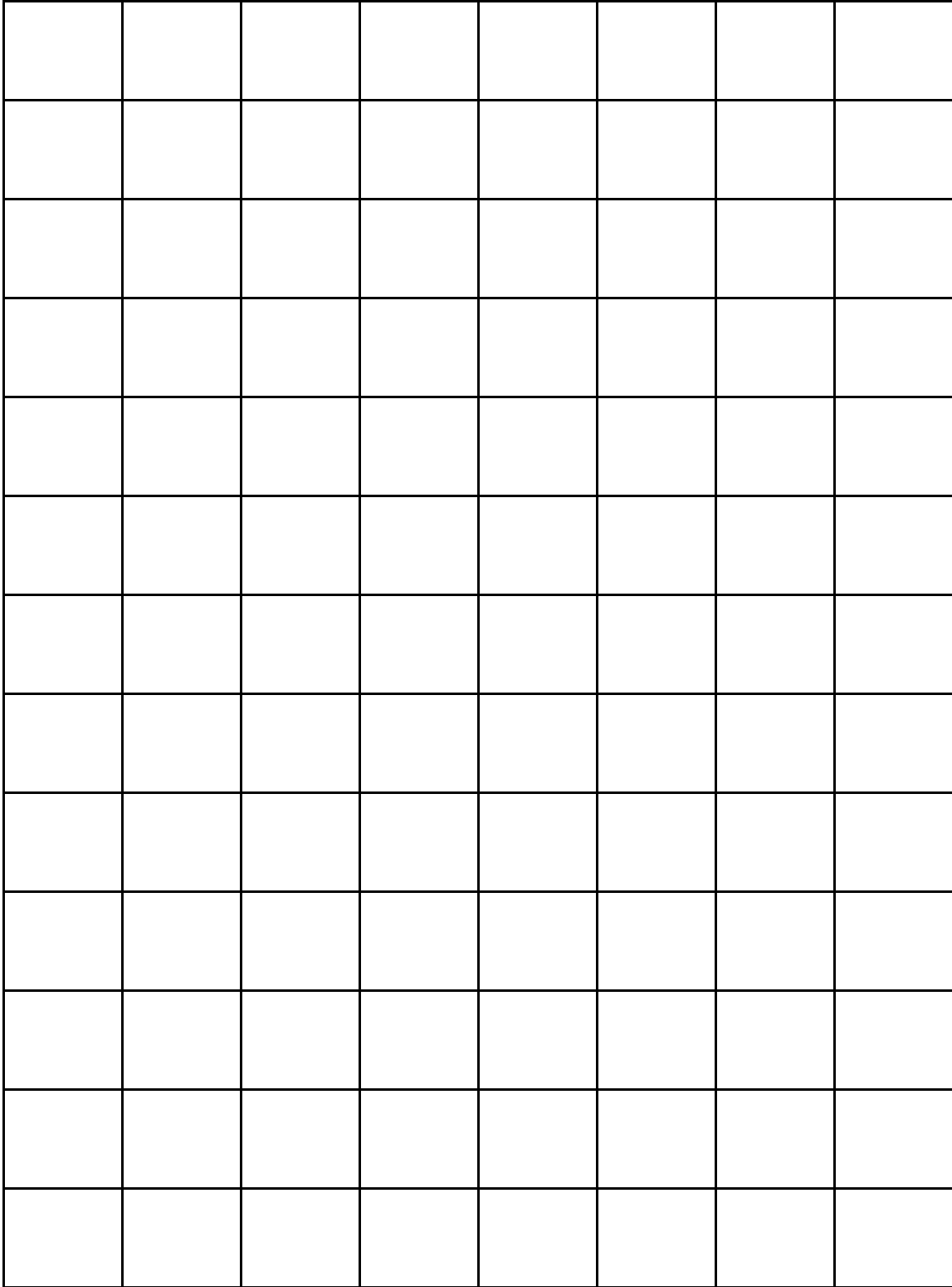
Michael Jordan has designed a new basketball, the MJ2000. He has been unable to find anyone who can design a label to cover all sides of the shipping box. He has now come to you, asking you to design and construct the label. Can you do it? Michael asks only one thing – when the label is printed it must be in one piece.

**MATERIALS:**

3/4" Wooden Cubes  
3/4" Grid Paper  
Scissors  
Tape

**INSTRUCTIONS:**

1. Use manipulatives to construct your three-dimensional boxes.
  
  
  
  
  
  
  
  
  
  
2. Show two or more ways to cover the box by drawing your labels on the grid paper on the following page.



3. Explain the strategies you used to find your answer.

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MATHEMATICS

Teachers Booklet

Task Title: **Jordan's Looking To Wrap It Up**

MATHEMATICS

**TASK : Jordan's Looking To Wrap It Up**

CURRICULUM STANDARD ASSESSED:

EALRs - 1.3, 4.3

Constructs models of three-dimensional shapes

ASSESSMENT PROTOCOL:

The assessment is to be done independently.

PROBLEM:

Michael Jordan has designed a new basketball, the MJ2000. He has been unable to find anyone who can design a label to cover all sides of the shipping box. He has now come to you, asking you to design and construct the label. Can you do it? Michael asks only one thing – when the label is printed it must be in one piece.

MATERIALS:

3/4" Wooden Cubes

Scissors

3/4" Grid Paper

Tape

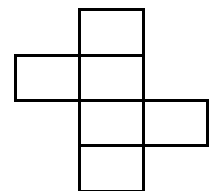
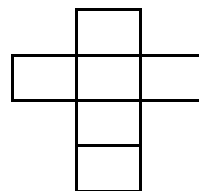
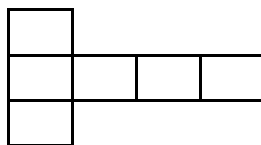
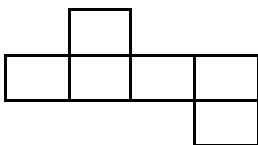
INSTRUCTIONS:

1. Use manipulatives to construct your three-dimensional boxes.
2. Show two or more ways to cover the box by drawing your labels on the grid paper on the following page.
3. Explain the strategies you used to find your answer.

INSTRUCTIONS FOR TEACHERS:

You need to explain to the students that 6 separate cut squares is a wrong answer. You expect them to use previously learned strategies to develop a label that covers the box in one piece.

EXAMPLES: (11 total answers)



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MATHEMATICS

Anchor Paper Commentaries

Task Title: **Jordan's Looking To Wrap It Up**

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: Jordan's Looking To Wrap It Up**

##### Problem Solving:

- 4 The student was able to come up with three or more correct labels to fit the box. He/she correctly demonstrated the construction of all labels. (paper #4)
- 3 Correctly demonstrated the construction of two (the minimum) 3-dimensional boxes. He/she was able to come up with solutions to two labels that fit the box. (paper #3)
- 2 Was able to design and construct one correct solution for a label to fit the box. Attempted the minimum of two solutions. (paper #2)
- 1 Attempted, but unsuccessfully designed the minimum of two solutions. (no anchor)

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: Jordan's Looking To Wrap It Up**

##### Communication:

- 4 Writes a clear, accurate description of strategies used to find a label for the box. The teacher is able to reconstruct the 3-D boxes the student designed by reading their description, without the need for clarification. (no anchor)
- 3 Writes a somewhat clear description of the strategies used to find a label for the box. The teacher is able to reconstruct the 3-D boxes the student designed by reading the description with few questions.
- 2 Attempted to write a clear description of strategies, but explanation lacked detail. The teacher is unable to reconstruct by reading the description. (paper #2)
- 1 Attempted a description of strategies, but explanation was unclear and vague. The teacher is unable to reconstruct the box by reading the description.

GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Student Booklet

Task Title: **I Dig It !!**

Student's Name: \_\_\_\_\_

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: I Dig It !!**

##### PROBLEM:

While exploring the woods behind your grandmother's house, you and your little brother find a jar with a strange looking piece of paper inside. On one side is a grid map with pictures of objects. On the other side of the paper is a code and above the code are the letters, T R E A S U R E.

The code looks like this: (Read code from left to right)

(2,C)	(8,B)	(4,D)	(3,F)	(8,G)
(5,I)	(4,J)	(8,J)	(7,L)	(2,L)

Under the code are directions that say, "Follow the code to find the treasure. Trace your path on the grid. Dig when you get there!!"

You don't have time to find the treasure because grandmother needs you back at the house to finish your chores. You look up and there in front of you is the tree that is pictured on the grid map. You decide to teach your little brother how to read and use the map to find the treasure.

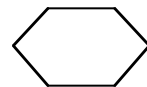
NAME \_\_\_\_\_

L		Rock Pile					Old Tire	
K								
J				Swamp				Stump
I					Pond			
H								
G								Fence Post
F			Hole in Ground					
E								
D				Small Tree				
C	<b>Start</b>	Tree						
B								Rock
A								
	1	2	3	4	5	6	7	8

**INSTRUCTIONS:**

1. In detail, explain to your little brother how to use ordered pairs to find each pictured object on the map to locate the treasure.

2. When you get home your little brother has a surprise for you. He has hidden a diamond ring from the treasure. You can get it back by correctly creating your own "Treasure Map" using each of these figures once on the grid on the next page.



Write the "Code" (ordered pairs, or coordinates) on the bottom lines above each figure.

5				
4				
3				
2				
1				
	A	B	C	D

Code

( , )



( , )



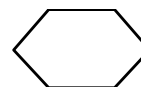
( , )



( , )



( , )



GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Teacher Booklet

Task Title: **I Dig It !!**

# GRADE 3 - PERFORMANCE ASSESSMENT

## MATHEMATICS

### **TASK: I Dig It !!**

#### CURRICULUM STANDARD ASSESSED:

EALRs - 1.3, 4.2

Geometric Sense - Describes the location of figures on a coordinate plane using ordered pairs

#### ASSESSMENT PROTOCOL:

1. The teacher will read the directions while students follow along.
2. The assessment is to be done independently.

#### PROBLEM:

While exploring the woods behind your grandmother's house, you and your little brother find a jar with a strange looking piece of paper inside. On one side is a grid map with pictures of objects. On the other side of the paper is a code and above the code are the letters, T R E A S U R E.

The code looks like this: (Read the code from left to right)

(2,C)	(8,B)	(4,D)	(3,F)	(8,G)
(5,I)	(4,J)	(8,J)	(7,L)	(2,L)

Under the code are directions that say, "Follow the code to find the treasure. Trace your path on the grid. Dig when you get there!!"

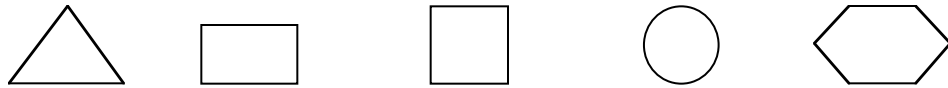
You don't have time to find the treasure because grandmother needs you back at the house to finish your chores. You look up and there in front of you is the tree that is pictured on the grid map. You decide to teach your little brother how to read and use the map to find the treasure.

NAME \_\_\_\_\_

L		Rock Pile					Old Tire	
K								
J				Swamp				Stump
I					Pond			
H								
G								Fence Post
F			Hole in Ground					
E								
D				Small Tree				
C	<b>Start</b>	Tree						
B								Rock
A								
	1	2	3	4	5	6	7	8

**INSTRUCTIONS:**

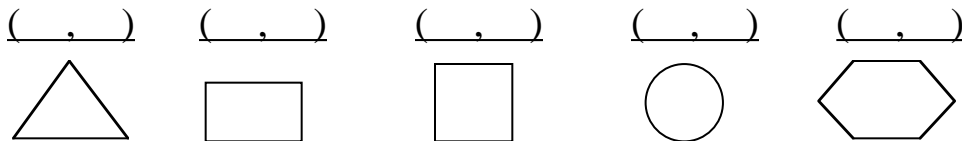
1. In detail, explain to your little brother how to use ordered pairs to find each pictured object on the map to locate the treasure.
2. When you get home your little brother has a surprise for you. He has hidden a diamond ring from the treasure. You can get it back by correctly creating your own "Treasure Map" using each of these figures once on the grid on the next page.



Write the "Code" (ordered pairs, or coordinates) on the bottom lines above each figure.

5				
4				
3				
2				
1				
	A	B	C	D

Code



GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Anchor Paper Commentaries

Task Title: **I Dig It !!**

# GRADE 3 - PERFORMANCE ASSESSMENT

## MATHEMATICS

### **TASK: I Dig It !!**

Problem Solving:

**4 Meets all relevant criteria.**

The student has accurately traced the path from object to object on the given grid map. He/she has correctly identified the location of the buried treasure by writing the name of that position and including the ordered pairs of that location on the lines provided. The student has elegantly created their own grid map by neatly and correctly placing one of each of the five figures on the grid and placing the correct ordered pairs (coordinates) above each figure.

**3 Meets most relevant criteria.**

The student has accurately traced the path from object to object on the given grid map. He/she has correctly identified the location of the buried treasure by writing the name of that location or recording the ordered pair of that location. He/she created their own grid map by placing 3 or more of the five figures on the grid once and correctly identifying their coordinates on the line above each figure.

**2 Meets some relevant criteria.**

The student has demonstrated some accuracy in tracing the path from object to object on the grid map. He/she has accurately identified the location of the treasure by naming its location and getting the coordinates wrong, or correctly naming the coordinates and getting the location wrong. His/her created grid map has some accuracy and some inaccuracy. Some ordered pairs are correct and some are not.

**1 Meets few relevant criteria.**

The student has inaccurately traced the path from object to object, or he/she has not located the treasure correctly by tracing the path, or he/she has not shown ordered pairs (coordinates) on his/her created grid map.

**0 Not Scorable.** No attempt, off topic, can't be read.

Communication:

- 4 The student has accurately and clearly described the strategies and path they followed to find the treasure. He/she used the specific names and also incorporated the coordinates in their description. The description needs no clarification and included the location of the treasure by name and coordinates.
- 3 The student writes a somewhat, clear description of the path they followed to find the treasure. He/she used some names and coordinates, but not all. Treasure location was accurately described using either coordinates or name location.
- 2 The student attempted a description. Did not include either coordinates or location names. Treasure location was included in description.
- 1 An attempted description but unclear, vague or incomplete. Treasure location not included in description.

GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Student Booklet

Task Title: **I Got The Music In Me!**

Student's Name: \_\_\_\_\_

GRADE 3 - PERFORMANCE ASSESSMENT

MATHEMATICS

**TASK: I Got The Music In Me!**

PROBLEM:

You are the host of a new television show designed for a young audience. The network producer gives you the job of finding the most popular musical performer(s) to appear and perform on the opening show. You have polled 100 kids to find the most popular group and the results are in. The director says to prepare a graph of your results.

The Backstreet Boys received ----- 15 votes  
The Spice Girls received-----40 votes  
Garth Brooks received-----35 votes  
Hanson received----- 10 votes

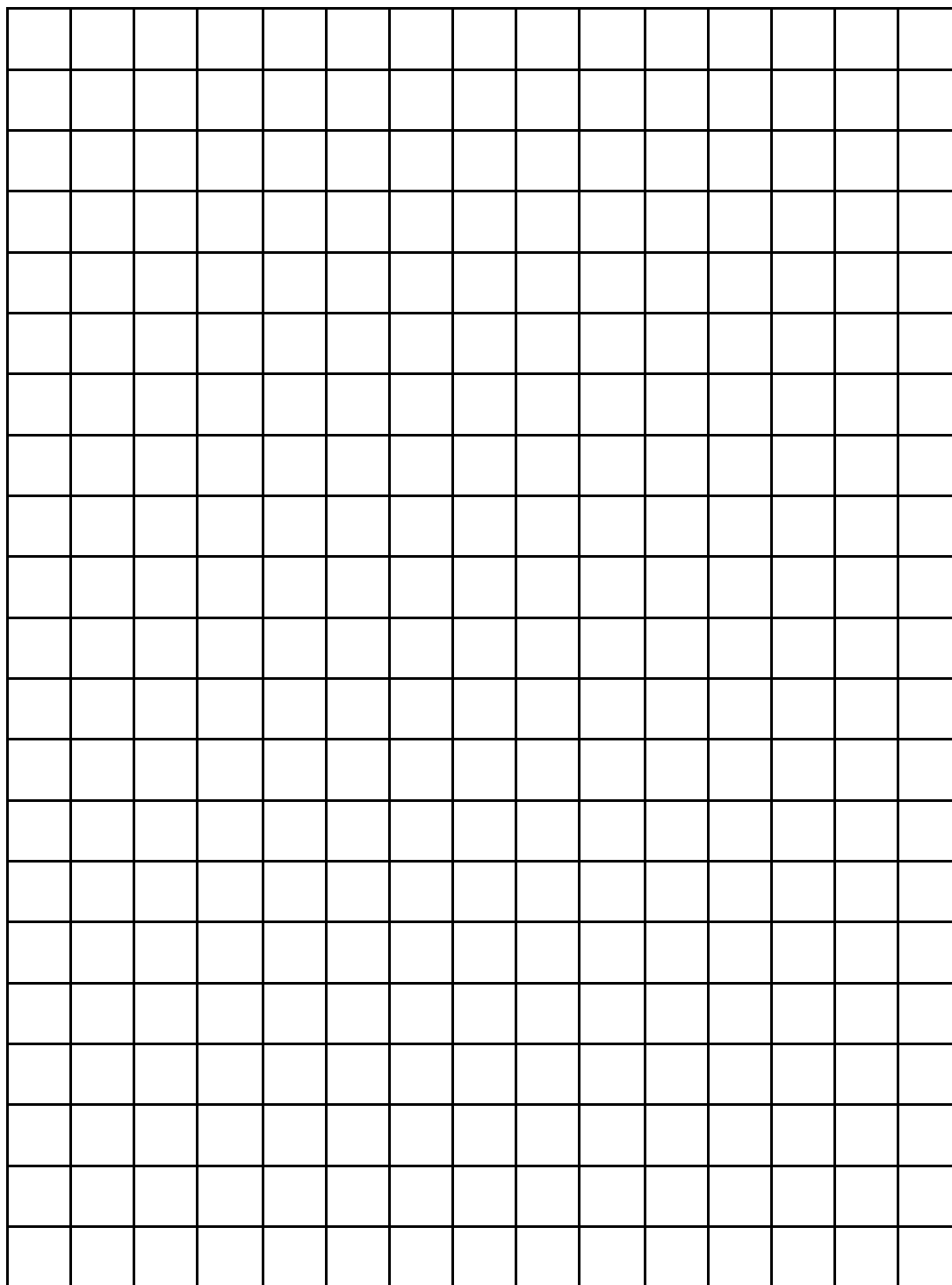
MATERIALS:

Rulers  
Grid Paper  
Patterns for Circle Shape  
Pencil

INSTRUCTIONS:

1. Your job is to choose and make a graph that will best share this information with the network producers. You may use a bar graph, line graph, pie graph or pictograph. Be sure your graph has a title, includes group or artists' names, the number of votes, and any other words, numbers, or pictures needed to make the graph complete.

Show your graph here:



2. Which group was the most popular and how does your graph show this? (Use words and numbers to explain your answer.)

3. Why is the graph you chose the best way to show your results?

GRADE 3  
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MATHEMATICS

Teacher Booklet

NOTE: This is a 4 page assessment – please use fronts and backs (including cover page).

Task Title: **I Got The Music In Me!**

# GRADE 3 - PERFORMANCE ASSESSMENT

## MATHEMATICS

### **TASK: I Got The Music In Me!**

#### CURRICULUM STANDARD ASSESSED:

EALRs – 1.4, 2.3, 4.2, 4.3

Probability and Statistics

- Students will organize and interpret information
- Students will represent and share information
- Students will understand and apply concepts and procedures from statistics
- Students will construct solutions

#### ASSESSMENT PROTOCOL:

1. Teacher will read the directions while students follow along.
2. All materials for this task are to be provided along with the student assessment booklet.

#### PROBLEM:

You are the host of a new television show designed for a young audience. The network producer gives you the job of finding the most popular musical performer(s) to appear and perform on the opening show. You have polled 100 kids from across the U.S. to find the most popular group and the results are in.

The Backstreet Boys received ----- 15 votes

The Spice Girls received ----- 40 votes

Garth Brooks received ----- 35 votes

Hanson received ----- 10 votes

#### MATERIALS:

Rulers

Grid Paper

Patterns for Circle Shape

Pencil

#### INSTRUCTIONS:

1. Your job is to choose and make a graph that will best share this information with the network producers. You may use a bar graph, line graph, pie graph or pictograph. Be sure your graph has a title, includes group or artists' names, the number of votes, and any other words, numbers, or pictures needed to make the graph complete.

2. Which group was the most popular and how does your graph show this? (Use words and numbers to explain your answer.)
3. Why is the graph you chose the best way to show your results?

GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Anchor Paper Commentaries

Task Title: **I Got The Music In Me!**

GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Student Booklet

Task Title: **Show Me The Money!**

Student's Name: \_\_\_\_\_

## GRADE 3 - PERFORMANCE ASSESSMENT

### MATHEMATICS

#### **TASK: Show Me The Money!**

##### PROBLEM:

You're playing a Monopoly game with your family. You want to convince them that you have the skills to be a banker. They agree to let you be the banker, if you can complete the following tasks. You may use manipulatives to help you.

##### INSTRUCTIONS:

1. Your brother wants to buy a house for Park Place. It will cost \$850.00. Explain using words and numbers the least number of bills he can use to buy the house.

2. Your sister wants to buy Oriental Avenue for \$127.00. List 5 different combinations of bills she can give you. Explain in detail using a chart, table, numbers, or words how you know each combination adds up to \$127.00.

3. What are the greatest number of bills she can give you to pay for Oriental Avenue? \_\_\_\_\_

Explain how you know.

GRADE 3  
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MATHEMATICS

Teacher Booklet

Task Title: **Show Me The Money!**

GRADE 3 - PERFORMANCE ASSESSMENT

MATHEMATICS

**TASK: Show Me The Money!**

CURRICULUM STANDARD ASSESSED:

EALRs - 1.1, 3.1, 4.3

Uses physical models, pictures, and symbols to demonstrate the relationship between ones, tens, and 100's. Measures student's understanding of place value of ones, tens, and hundreds.

ASSESSMENT PROTOCOL:

1. The teacher will read the directions while the students follow along.
2. The assessment is to be done independently.

ROLE:

Child in a family.

AUDIENCE:

Family, especially parents.

THINKING:

Explain their thinking when several different denominations of money add to a certain given number.

SCORING:

State scoring criteria.

A child must prove to his parents that he is competent to be a banker. He is given the following "test."

Students will come up with a variety of ways to add up to a given number.

They are required to explain their thinking processes. They are given opportunity to use charts, diagrams, words, pictures and/or numbers to prove the computation is correct.

MEANINGFUL:

Children love Monopoly, money, and proving something to their parents.

PROBLEM:

You're playing a Monopoly game with your family. You want to convince them that you have the skills to be a banker. They agree to let you be the banker, if you can complete the following tasks. You may use manipulatives to help you.

**MATERIALS:**

- Photocopied money (Monopoly?)
- Extra scratch paper (?)

**INFORMATION FOR TEACHER:**

Students should be thoroughly comfortable with place value and money. Depending on the reading level of students, all or portions might need to be read to them.

**INSTRUCTIONS:**

1. Your brother wants to buy a house for Park Place. It will cost \$850.00. Explain using words and numbers, the least number of bills he can use to buy the house.
  
2. Your sister wants to buy Oriental Avenue for \$127.00. List 5 different combinations of bills she can give you. Explain in detail using a chart, table, numbers or words how you know each combination adds up to \$127.00.
  
3. What are the greatest number of bills she can give you to pay for Oriental Avenue?

Explain how you know.

GRADE 3  
PERFORMANCE ASSESSMENT

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MATHEMATICS

Anchor Paper Commentaries

Task Title: **Show Me The Money!**