

Pedro's Pool Party

Geometry Performance Task



Pedro's family is planning a pool party for Pedro's graduation, and they need to rearrange their backyard to set up for the party. Below is the current layout of their yard and a space to create a new layout. Follow the directions below to help Pedro's family determine the best layout for the party.



- Pedro wants to move the lounge chairs so that they are the same distance from the pool but on the other side of it. He wants to place the lounge chairs so that if you sit on them, you are facing the pool. Draw the lounge chairs on the new layout, and describe the transformation(s) that could map them from their old location to their new location.

- Pedro's dad bought a Super Speed Waterslide to set up on the lawn. The waterslide unfolds to be twice its current length and width. Draw the unfolded slide on the new layout. What transformation maps the original area covered by the slide to the new area? Are the original area and the new area similar? Explain how you know.

- Pedro wants to move the couches closer to the pool. Draw the couches on the new layout so that they are closer to the pool. What transformation(s) could map each couch from its old location to its new location? Are the two couches congruent? Explain how you know.

- Pedro's mom wants to move the grill farther from the waterslide. Use two different congruence transformations to move the grill. Draw the grill on the new layout, and describe the transformations that map the grill from its old location to its new location.



Geometry Performance Task

New Standards (Organization)

Geometry Performance Task:

Designing Authentic Performance Tasks and Projects Jay McTighe,Kristina J. Doubet,Eric M. Carbaugh,2020-02-18

Aimed at the growing number of educators who are looking to move beyond covering the curriculum Designing Authentic Performance Tasks and Projects provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing A Collection of Performance Tasks and Rubrics Charlotte Danielson,1999 A collection of 20 class tested activities corresponding to K 3 math topics A Collection of Performance Tasks & Rubrics: Middle School Mathematics Charlotte Danielson,Elizabeth Marquez,2014-05-22 Contains performance tasks that can be used to assess high school students understanding of the basic concepts used in mathematics A Collection of Performance Tasks & Rubrics: Upper Elementary Mathematics Charlotte Danielson, This book provides a collection of performance tasks and scoring rubrics for a number of important topics in upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics Illuminating Engineering Illuminating Engineering Society,1985 **Visual Imagery Ability and Mathematical Problem Solving** Dann Carl Trask,1986

Manual of Mental and Physical Tests: Complex processes Guy Montrose Whipple,1921 Student Response in Programmed Instruction Arthur A. Lumsdaine,1961 **Ancient India, 2000 B.C.-800 A.D.** Romesh Chunder Dutt,1904

Proceedings of 1995 IEEE International Conference on Robotics and Automation, May 21-27, 1995, Nagoya, Aichi, Japan ,1995 Assessment Standards for School Mathematics National Council of Teachers of Mathematics,1995 This document was created because of the need for new assessment strategies and practices to be developed to enable teachers and others to assess students performance in a manner that reflects the NCTM s reform vision for school mathematics Instead of assuming that the purpose of assessment is to rank students on a particular trait the new approach assumes that high public expectations can be set that every student can strive for and achieve that different performances

can and will meet agreed on expectations and that teachers can be fair and consistent judges of diverse student performances The first sections of the document discuss six mathematics assessment standards 1 The Mathematics Standard 2 The Learning Standard 3 The Equity Standard 4 The Openness Standard 5 The Inferences Standard and 6 The Coherence Standard The use of the assessment standards is then discussed in the context of different purposes such as monitoring students progress making instructional decisions evaluating students achievement and evaluating programs The next section discusses what should happen next with regard to mathematical assessment The document concludes with a glossary and a selected assessment bibliography with 116 citations Contains 28 references MKR

Integrated Curriculum H. Lynn

Erickson,Association for Supervision and Curriculum Development,2003

Performance Assessment Brian McLean

Semple,1992 The second International Assessment of Educational Progress focused on the mathematics and science

achievement of 13 year olds Performance assessments were used as part of the overall assessment in four countries England Scotland Soviet Union and Taiwan and five Canadian provinces The performance assessment approach drew heavily on the experience of the United Kingdom in such assessments but added features to meet the needs of an international study The performance tasks required students to apply concepts observe measure manipulate equipment and materials and record and interpret data Approximately 3 000 students participated in the 1991 mathematics and science assessments Scores varied widely from task to task and from country to country Relative performance of countries and provinces generally differed from those identified by written curriculum based tests A major lesson learned from the experimental test administration is that this form of performance assessment can be used reliably in international comparative studies although at an estimated cost three to four times greater than that for an equivalent number of written test questions Sample mathematics and science tasks are included and there is an appendix on problem solving in mathematics that describes outcomes produced by Scottish students SLD

Performance Standards New Standards (Organization),1998

A Unified Framework of Methods for

Evaluating Visual Performance Aspects of Lighting International Commission on Illumination,1972

Performance

Standards: High school New Standards (Organization),1997 Presents clear expectations for student achievement and more

than 200 examples of student work Each volume contains standards for language arts mathematics science and applied learning The FREE video contains student work samples and commentaries to illustrate speaking listening and viewing sections of the English Language Arts Standard

Model-based Performance Assessment Eva L. Baker,1998

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A Study of

the Performance of an Astronaut During Ingress and Egress Maneuvers Through Airlocks and Passageways Harry

L. Loats,William J. Bruchey,1968

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