

## Part 1: Introduction

Joan, Eli, Gina, Isaac and Kevin made a collaborative effort to create the picture here for a math art project.

The requirements for the project were to create multiple types of triangles including the following attributes:

- Scalene
- Isosceles
- Acute
- Obtuse
- Right
- at least one pair of triangles that was Congruent.

The project also required proof or evidence that each of their triangles did in fact include all the appropriate characteristics. The project is due soon and they need help completing the proof part of their work.



To help complete the work on time, the group divided the work into three parts. They need to describe which attributes were used and

# Performance Task Congruence Triangle

**Wenbin Ji**



## **Performance Task Congruence Triangle:**

**A Collection of Performance Tasks & Rubrics: High School Mathematics** Charlotte Danielson, Elizabeth Marquez, 2014-05-22 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

**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](http://www.routledge.com) 9781138906990 so you can easily distribute them to your class

**A Collection of Performance Tasks and Rubrics** Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics

[Performance Tasks and Rubrics for Early Elementary Mathematics](#) Charlotte Danielson, Pia Hansen, 2016-02-26 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 Pia Hansen explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the early elementary 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](http://www.routledge.com) 97811389069891 so you can easily distribute them to your class

**Parallel Curriculum Units for Mathematics, Grades 6–12** Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Maximize your mathematics curriculum with this powerful guidebook that shows how to create a high quality curriculum and

differentiate lessons to benefit all students      **Investigations in Mathematics Education** ,1974      Standards in the Classroom Richard H. Audet,Linda K. Jordan,2002-11-20 The standards movement offers great promise for strengthening American education however its success will depend upon how the standards affect classroom practice Standards in the Classroom provides an excellent set of strategies to assist teachers in this critical task Audet and Jordan have written a clear guide for making standards work in science and math education Larry Wakeford Clinical Professor of Biology Science Education Brown University Studying Audet and Jordan s book before I developed my biology and chemistry curricula allowed a more thorough understanding of state adopted standards and how I can help all students meet them Dale Rudolph High School Biology and Chemistry Teacher Clarksville High School TN In my work with teachers and teaching fellows I have found no better method for enhancing understanding of the importance of standards and their implementation into content lessons than this book Vicki Metzgar Coordinator NSF Grade K 12 Teaching Fellows Vanderbilt University Medical Center Discover how to effectively integrate standards based reform into the curriculum Standards have been executed at the national state district and school levels Teachers however have not received the support needed to effectively implement them into their classrooms Now professional educators and authors Richard H Audet and Linda K Jordan have designed a much needed unique guide that gives educators the tools for understanding today s standards and aligning them with their curriculum and instruction While primarily targeting math and science this book allows teachers to adapt its contents to any subject while proceeding at their own timetable and pace Clearly written practical and easy to use the book provides the missing link in standards based reform Comprehensive in its coverage of topics related to standards the book is a valuable resource for both preservice and practicing teachers A full range of issues and topics are presented in this guide including Understanding the principles of teacher change and teaching and learning in a constructivist environment Using national standards resources to better understand state and local standards Developing performance assessments linked to standards and using them to direct the selection of curriculum materials Mapping a curriculum by using principles in the guide Understanding the standards based reform movement Standards in the Classroom is organized around a five stage learning cycle that models good teaching instruction It applies an interactive approach that incorporates follow up reflections questionnaires surveys inventories and rubrics to help users monitor their progress towards mastery of key concepts and applications This guide is an absolute must for teachers administrators and professors to provide the support needed to effectively implement standards in the classroom      **Performance Management** R. Thorpe,J. Holloway,2008-02-22 A new look at performance management that goes beyond discipline approaches and explores how we might integrate thinking through inter disciplinary research informed by management practice This impartial review traces the evolution of how performance is understood and comes from experts of over a dozen disciplines and sectors      *Academic Language in Diverse Classrooms: Mathematics, Grades 6–8* Margo Gottlieb,Gisela Ernst-Slavit,2013-05-09 Make every student fluent in

the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning *Teaching Secondary Mathematics* Alfred S. Posamentier, Beverly S. Smith, Jay Stepelman, 2006 For courses in Secondary Mathematics Methods Teaching Secondary Mathematics Techniques and Enrichment Units 7th edition has been thoroughly revised to discuss current methods of teaching mathematics considering all aspects and responsibilities of the job beginning with a brief overview of the history of mathematics education and how it has evolved over time to include standards for teaching and assessment The authors address how to craft rich and effective daily lesson plans and how to use a variety of instructional tools and strategies to reach all students in a classroom Problem solving is a key focus from its instructional underpinnings to its recreational and motivational aspects The second part of the text provides mathematics teachers with a collection of enrichment units appropriate for the entire secondary school curriculum spectrum **Developing**

**Mathematical Thinking** Jonathan D. Katz, 2014-07-07 In this country we have done a poor job of helping students come to see the wonder beauty and power of mathematics Standards can be brought into the picture but unless we think about what it means to truly engage students in mathematics we will continue to be unsuccessful The goal of this book is to begin to change the way students experience mathematics in the middle and high school classrooms In this book you will find a theoretical basis for this approach to teaching mathematics multiple guides and questions for teachers to think about in relation to their everyday teaching and over 30 examples of problems lessons tasks and projects that been used effectively with urban students **Geometry Turned On** James King, Doris Schattschneider, 1997-10-30 Articles about the uses of active exploratory geometry carried out with interactive computer software

**Proceedings of the Sixteenth Annual Conference of the Cognitive Science Society** Ashwin Ram, Kurt Eiselt, 2019-05-23 This volume features the complete text of all regular papers posters and summaries of symposia presented at the 16th annual meeting of the Cognitive Science Society

**Mathematical Tasks in Classrooms Around the World**, 2010-01-01 Mathematical tasks have long been recognized as crucial mediators between mathematical content and the mathematics learner For many people the mathematics classroom is defined by the type of tasks one finds there and this is appropriate Mathematical tasks are the embodiment of the curricular pretext that brings each particular set of individuals together in every mathematics classroom In other contexts individuals come together to engage in musical performances or dramatic performances The performances of the mathematics classroom are largely the performance of mathematical tasks and if we are to understand and facilitate

the learning that is the purpose of such settings then we must understand the nature of the performances that we find there. The classroom performance of a task is ultimately a unique synthesis of task, teacher, students and situation. Of particular interest are differences in the function of mathematically similar tasks when employed by different teachers in different classrooms for different instructional purposes with different students. By making comparison possible between the classroom use of mathematical tasks in different classrooms around the world, the analyses reported in this book reveal the profound differences in how each teacher utilises mathematical tasks in partnership with their students to create a distinctive form of mathematical activity. The Learner's Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants. The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material. In each participating country, data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city. The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory.

### **Neuroimaging and Neuropsychology of Meditation States**

Barbara Tomasino, Franco Fabbro, 2017. Neurophysiological and psychological modifications induced by meditation practice have been consistently addressed by neuroscience. Training meditation practice induced plasticity. Barinaga, 2003. Knight, 2004, and as a consequence, several benefits for mental and physical health. Davidson, McEwen, 2012, and cognitive performance. One goal of meditation is to achieve the light of consciousness, observing with equanimity the right distance, clouds of the mind wandering. This Frontiers Research Topic brings together studies from groups of authors whose research focus on neuropsychological systems involved in meditation, demonstrating how meditation activates and can modify brain areas, cognitive mechanisms and well-being.

### **Constitution and Production of Mathematics in the Cyberspace**

Maria Aparecida Viggiani Bicudo, 2020-04-29. This book brings together various studies that assume phenomenology to analyze how mathematics education is affected by the experience of being in the cyberspace. The authors of the chapters included in this contributed volume work with the theoretical framework developed by authors such as Edmund Husserl, Martin Heidegger and Maurice Merleau-Ponty to investigate how mathematics is produced and comprehended in a new way of being in the world with digital technologies. The aim of this book is not to explain the tools used and how one works with them in the cyberspace, aiming at better teaching and learning mathematics. Its purpose is to present philosophical investigations that contribute to the understanding of the complexity of the world in which we are being researchers and mathematics teachers. By doing so, *Constitution and Production of Mathematics in the Cyberspace: A Phenomenological Approach* will help researchers and mathematics teachers understand their role in a world in which the experience of teaching and learning

mathematics is being radically changed by new technologies and new ways of being in this world      **Mathematics**  
McGraw-Hill Staff,2000-08      **Information and Communications Technologies in School Mathematics** David  
Tinsley,David Carlton Johnson,1998-02-28 The book aims to record the proceedings of an international conference of invited  
experts and is based on four themes curriculum teachers learners and human and social issues The conference is a sequel to  
two earlier ones held 10 and 20 years ago and will give an unique insight into developments in secondary schools across the  
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