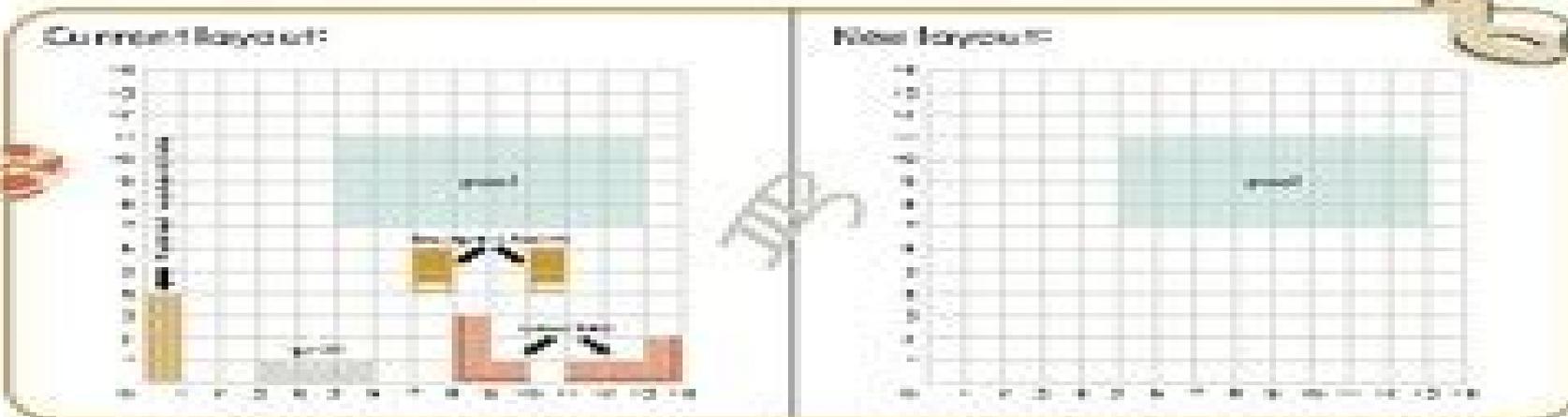


## Pedro's Pool Party

## 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 transformations that would 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 transformations map the original area covered by the slide to the new area? Are the original area and the new area similar? Explain how you know.  
 \_\_\_\_\_  
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- Pedro wants to move the grill closer to the pool. Draw the grill on the new layout so that they are closer to the pool. What transformations would map each grill from its old location to its new location? Are the two grills 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.  
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# Geometry Performance Task Grade 1

**N Colangelo**

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular glow behind it.

## Geometry Performance Task Grade 1:

**New Approaches to Assessment in Science and Mathematics**, 1997    **ENC Focus**, 1997    **Performance Assessment Sampler**, 1993    *Resources in Education*, 1987-04    **Abstract Mathematical Cognition** Wolfgang Grodd, Philippe Chassy, 2016-08-09 Despite the importance of mathematics in our educational systems little is known about how abstract mathematical thinking emerges Under the uniting thread of mathematical development we hope to connect researchers from various backgrounds to provide an integrated view of abstract mathematical cognition Much progress has been made in the last 20 years on how numeracy is acquired Experimental psychology has brought to light the fact that numerical cognition stems from spatial cognition The findings from neuroimaging and single cell recording experiments converge to show that numerical representations take place in the intraparietal sulcus Further research has demonstrated that supplementary neural networks might be recruited to carry out subtasks for example the retrieval of arithmetic facts is done by the angular gyrus Now that the neural networks in charge of basic mathematical cognition are identified we can move onto the stage where we seek to understand how these basics skills are used to support the acquisition and use of abstract mathematical concepts    **Harcourt Math, Grade 1** HSP, 2002 Mathematics program for grades K 6 provides focused instruction on key skills comprehensive assessment targeted intervention and practice for mastery and retention    *Didakometry*, 1986    **Louisiana Register**, 2008    SB 662, a New Statewide Student Assessment System Karen Lowrey, 1992    **Teaching Children Mathematics**, 2004    *Performance Assessment and Standards-based Curricula* Allan A. Glatthorn, 1998    **Managing School Districts for High Performance** Stacey Childress, 2007 Managing School Districts for High Performance brings together more than twenty case studies and other readings that offer a powerful and transformative approach to advancing and sustaining the work of school improvement At the center of this work is the concept of organizational coherence aligning organizational design human capital management resource allocation and accountability and performance improvement systems to support an overarching strategy This central idea provides a valuable conceptual framework for current and future school leaders The case studies presented in Managing School Districts for High Performance grow out of the Public Education Leadership Project PELP a unique partnership between the Harvard Business School the Harvard Graduate School of Education and a network of urban school districts This rich array of cases explores the managerial challenges districts face as they seek to ensure rich learning opportunities and high achievement for all students across a system of schools This book of insightful case studies fills a void long felt by educational administrators in search of practical real world training tools It will serve as a catalyst for the tough conversations district leaders need to have about achieving high quality outcomes for all students The Broad Center for the Management of School Systems has used many of these cases with great success and we are excited that they are now compiled into a single collection Dan Katzir Managing Director The Broad Foundation This volume is not a treatise about how schools and districts

should work Rather it provides a deep immersion in the real dilemmas involved in advancing school district reform Anyone who works through these cases cannot help but come away with a more informed vision for change a more reflective orientation about the interrelationships among the multiple tasks involved and a more prudent grasp of what it takes to educate all children to high academic standards The course of study presented by *Managing School Districts for High Performance* should be required professional education for anyone charged with advancing a coherent agenda of school improvement in our diverse demanding and rapidly changing society Anthony S Bryk Spencer Professor of Organizational Studies Stanford University This set of case studies offers practitioners policymakers and scholars the opportunity to learn from the collective wisdom and real life experiences of educational leaders involved in systemic transformation Implementing coherent reform strategies designed to improve and sustain student performance often takes place in a vacuum As a former urban superintendent I believe that these selected educational case studies provide a compelling forum for shared experiential teaching and learning Arlene Ackerman Christian A Johnson Professor of Outstanding Educational Practice Teachers College Columbia University This collaboration between the Harvard Business School and the Harvard Graduate School of Education provides a set of analytical tools to address the most complex and challenging issues facing urban public schools The contemporary case studies document actual choices and constraints and point to patterns and similarities across organizations from urban schools to corporate environments Carol Johnson Superintendent Boston Public Schools Stacy Childress is a lecturer at Harvard Business School Richard F Elmore is the Gregory R Anrig Professor of Educational Leadership at the Harvard Graduate School of Education Allen S Grossman is the MBA Class of 1957 Professor of Management Practice at Harvard Business School Susan Moore Johnson is the Pforzheimer Professor of Teaching and Learning at the Harvard Graduate School of Education

Math Advantage, Grade 8 Grace M. Burton, Harcourt Brace, 1998-05-22

**Alternative Assessment** Ann Arbor Public Schools, 1997-02 Alternative Assessment examines performance indicators record keeping formats and holistic and analytic scoring Advocating practical techniques it then explores six major assessment strategies interviews observations portfolios student self assessment performance tasks and student writing

**Results from the Sixth Mathematics Assessment of the National Assessment of Educational Progress** Patricia Ann Kenney, Edward A. Silver, 1997 The National Assessment of Educational Progress NAEP provides data about what children know and can do with the goal of using this information to improve education This book contains interpretive reports based on results from the mathematics assessments conducted by the NAEP regarding 1 the cognitive performance of students at grades 4 8 and 12 on multiple choice regular constructed response and extended constructed response items 2 students responses to a variety of background questions dealing with their beliefs and feelings toward mathematics and their participation in various forms of classroom activity and 3 teachers responses to various background questions dealing with the nature of their mathematics instruction The results are summarized for the different grade levels

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**Mathematics Assessment** Gerald Kulm, 1994-10-28 This book provides math teachers and those who work with them with a comprehensive and practical resource for planning and implementing alternative assessment in the classroom Drawing from his own experience working with teachers at several grade levels in a variety of settings Gerald Kulm offers hands on guidelines for assessing student understanding of procedures concepts and problem solving including advice on developing and interpreting assessment tasks assessing individual and group mathematical activities using scoring rubrics developing student portfolios and more Kulm provides specific tips and ideas for getting started and simple ways to adapt math activities and problems for assessment He includes numerous examples of student products such as puzzles projects problems interviews and group activities that can allow for individual differences in learning and productivity Kulm also offers a section of frank teacher written summaries that provide firsthand insights into what worked and what did not The range of types of classes and assessment goals described in these summaries make it easy for nearly any teacher to find a situation similar to that of their own class and adapt the strategies that were successful *IMAGES* Janie L. Zimmer, 2002

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