

7th GRADE MATH PERFORMANCE TASKS

GEOMETRY

Name: _____ Date: _____

PLAYGROUND DESIGNER

 **PERFORMANCE TASK**

OVERVIEW 
You will step into the shoes of a playground designer. Your school has decided to build a new playground with a unique geometric structure. As the lead designer, you have been tasked with determining the measures of various angles to ensure the safety and functionality of the design.

TASK #1 
Imagine you are designing a new playground for your school. The playground will have a unique geometric structure, and you have been tasked with determining the measures of various angles to ensure the safety and functionality of the design. In the playground design, there are four angles labeled as A, B, C, and D. You know that:
- Angle A is a right angle (90 degrees).
- Angle B is a supplementary angle to Angle C.
- Angle D is a complementary angle to Angle C.
To find the measures of angles B, C, and D, you need to set up and solve equations based on the given information.

Write an equation to find each angle.

TASK #2 
Solve each equation that you wrote in task #1 to find the measure of each angle. Remember, Angle C is 40 degrees.



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 **PERFORMANCE TASK**

TASK #3 
Now that you have found the measures of angles B, C, and D, determine if they add up to form a complete angle (360 degrees) or not. Explain your findings.

TASK #4 
Within the playground structure, there are vertical angles formed. Identify the pairs of vertical angles and calculate their measures based on the information you have.

Mathematics Task Reflection

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**9 Real-Life
Performance Tasks**

NO PREP PERFORMANCE TASKS

Geometry Performance Task Answers

AN Whitehead



Geometry Performance Task Answers:

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 *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 , **Performance Tasks and Rubrics for Upper**

Elementary Mathematics Charlotte Danielson, Joshua Dragoon, 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 Joshua Dragoon explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the upper 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 9781138906969 so you can easily distribute them to your class

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 9781138906990 so you can easily distribute them to your class *Shared responses and individual differences in the human brain during naturalistic*

stimulations Zhishan Hu,Xin Di,Zhi Yang,2023-06-02

A Collection of Performance Tasks & Rubrics: Upper

Elementary Mathematics Charlotte Danielson,Joshua Dragoon,2013-10-18 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

Assessment that Informs Practice ,2000 **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

Striving for Excellence ,2000 **Performance-Based Learning** Sally Berman,2008 Provides excellent thorough examples of lessons for classroom use The lessons follow a user friendly pattern and include outstanding rubrics that can be adapted easily by the teacher Debra Rose Howell TeacherMonte Cristo Elementary Granite Falls WA Gives educators new to performance learning a broad collection of examples for using this model The sample lessons are tied to learning standards and incorporate a myriad of different modalities Rachel Moreno Associate Professional SpecialistUniversity of Notre Dame Motivate students and increase their achievement with high interest learning tasks Teachers can promote long lasting learning build higher order thinking skills develop individual student accountability and increase student achievement by incorporating performance learning tasks into the curriculum In this second edition of Performance Based Learning Sally Berman demonstrates how this model can be modified for learners at different grade and ability levels and offers an abundance of sample lesson plans that show how to use performance based learning throughout the content areas The updated edition includes an expanded discussion of cooperative learning teams a new section on how to design effective performance based learning activities and a collection of reproducible masters for planning and implementation Chapters with lesson plans include A performance task to use as is or adapt for specific student groups The curriculum standards related to the task Reflection guidelines to help students evaluate their learning Web resources for planning and implementing performance learning tasks New and veteran

teachers alike will use this detailed resource again and again to plan activities that engage students and inspire them to become invested in their own learning **ENC Focus** ,2000 **Scott Foresman-Addison Wesley Middle School Math** ,2002 **The National Education Priorities of the President and the U.S. Department of Education, Striving for Excellence, Volume IV: 2000** ,2000 **Towards an Understanding of the Relationship between Spatial Processing Ability and Numerical and Mathematical Cognition** Sharlene D. Newman,Firat Soyulu,2020-02-20 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact

Resources in Education ,1997-10 **Students at Risk of School Failure** José Jesús Gázquez,José Carlos Núñez,2018-10-18 The main objective of this Research Topic is to determine the conditions that place students at risk of school failure identifying student and context variables In spite of the fact that there is currently little doubt about how one learns and how to teach in some countries of the developed world there is still there is a high rate of school failure Although the term school failure is a very complex construct insofar as its causes consequences and development from the field of educational psychology the construct student engagement has recently gained special interest in an attempt to deal with the serious problem of school failure School engagement builds on the anatomy of the students involvement in school and describes their feelings behaviors and thoughts about their school experiences So engagement is an important component of students school experience with a close relationship to achievement and school failure Children who self set academic goals attend school regularly and on time behave well in class complete their homework and study at home are likely to interact adequately with the school social and physical environments and perform well in school In contrast children who miss school are more likely to display disruptive behaviors in class miss homework frequently exhibit violent behaviors on the playground fail subjects be retained and if the behaviors persist quit school Moreover engagement should also be considered as an important school outcome eliciting more or less supportive reactions from educators For example children who display school engaged behaviors are likely to receive motivational and instructional support from their teachers The opposite may also be true But what makes student engage more or less The relevant literature indicates that personal variables e.g sensory motor neurodevelopmental cognitive motivational emotional behavior problems learning difficulties addictions social and or cultural variables e.g negative family conditions child abuse cultural deprivation ethnic conditions immigration or school variables e.g coexistence at school bullying cyberbullying may concurrently hinder engagement preventing the student from acquiring the learnings in the same conditions as the rest of the classmates **Help Seeking in Academic Settings** Stuart A.

Karabenick, Richard Stuart Newman, 2006 First Published in 2006 Routledge is an imprint of Taylor Francis an informa company **Concurrent Engineering: Tools and Technologies for Mechanical System Design** Edward J.

Haug, 2012-12-06 These proceedings contain lectures presented at the NATO Advanced Study Institute on Concurrent Engineering Tools and Technologies for Mechanical System Design held in Iowa City Iowa 25 May 5 June 1992 Lectures were presented by leaders from Europe and North America in disciplines contributing to the emerging international focus on Concurrent Engineering of mechanical systems Participants in the Institute were specialists from throughout NATO in disciplines constituting Concurrent Engineering many of whom presented contributed papers during the Institute and all of whom participated actively in discussions on technical aspects of the subject The proceedings are organized into the following five parts Part 1 Basic Concepts and Methods Part 2 Application Sectors Part 3 Manufacturing Part 4 Design Sensitivity Analysis and Optimization Part 5 Virtual Prototyping and Human Factors Each of the parts is comprised of papers that present state of the art concepts and methods in fields contributing to Concurrent Engineering of mechanical systems The lead off papers in each part are based on invited lectures followed by papers based on contributed presentations made by participants in the Institute **Understanding by Design** Grant Wiggins, Jay McTighe, 2005-03-15 ASCD Bestseller

Wiggins and McTighe provide an expanded array of practical tools and strategies for designing curriculum instruction and assessments that lead students at all grade levels to genuine understanding How do you know when students understand Can you design learning experiences that make it much more likely that students understand content and apply it in meaningful ways Thousands of educators have used the Understanding by Design UbD framework to answer these questions and create more rigorous engaging curriculums Now this expanded 2nd edition gives you even more tools and strategies for results oriented teaching An improved template for creating curriculum units based on the breakthrough backward design method More specific guidelines on how to frame the big ideas you want students to understand Better ways to develop the essential questions that form the foundation of high quality curriculum and assessment An expanded toolbox of instructional approaches for obtaining the desired results of a lesson More examples across all grade levels and subjects of how schools and districts have used the UbD framework to maximize student understanding Educators from kindergarten through college can get everything they need guidelines stages templates and tips to start designing lessons units and courses that lead to improved student performance and a more stimulating experience for students and teachers alike

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