Authentic Intellectual Work: Mathematics Task

Team Member: Ragaller, Raymond, Duhrkopf, Brown,Seuntjens **Date:** 3-20-13

Presenter: Ragaller **Task:** Square Sides & Diagonals

Standards	Score

Standard 1: Construction of Knowledge in Mathematics: 1 2 3

Evidence from the rubric for my score:

Questions/Concerns:

Suggestions:

Have the see if they can find a relationship between rectangles. Try a side with 1 and 2

Standard 2: Elaborated Mathematical Communication 1 2 3

Evidence from the rubric for my score:

2 - because there is some elaboration but they don't get to the big idea of root 2. But they figure out a decimal.

2 asked to make a conclusion about the relationship between the side lengths of the square.

2: students have to make a conclusion or reasons, but they don't have to necessarily support

2 - they do have to fill out a chart and communicate with numbers. The questions kind of walk them through the communication.

2 - Possible indicator of demands include asking to generate a table. Some eleaboration is given on the task.

Questions/Concerns:

Suggestions:

Standard 3:Value Beyond School in Mathematics 1 2 3 4

Evidence from the rubric for my score:

2 - they are asked to explore a situation using math concepts but they don't see how to use it in real life.

1 students don't know to use this in real life, maybe come up with ways you could use this.

1+ -situation similar to what they may encounter in real life, but they don't see how to use it in real life.

2- no real connection to outside the classroom

1 - The task makes little or no demands for students to apply math concepts.

Questions/Concerns:

Suggestions:

Check with Mr. Leiting to get some examples of how he checks whether foundations, walls, etc.. are square.

Adapted from:
Newmann, F. M., Secada, W. G., & Wehlage, G. G. (1995). A Guide to Authentic Instruction and Assessment: Vision, Standards, and Scoring. Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research.