

Authentic Intellectual Work: Student Performance in Mathematics

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Date:

Presenter: **Duhrkopf**

Student Performance: **Transformations**

Standards	Score
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Standard 1: Construction of Knowledge in Mathematics: 1 2 3 444444

Evidence from the rubric for my score:

Every student had to develop their own knowledge of what characteristics were changing from the transformations. The first part of the task was more of a review of previous knowledge.

All students must demonstrate interpretation and analysis of graphs

Students work show mathematical interpretation, analysis, synthesis, or evaluation on their graphs.

Most students have to show mathematical interpretation of their learning.

Students are demonstrating construction of knowledge--they're interpreting, evaluating

Indicators of mathematical evaluation include describing patterns. To score high the student's work must be original not merely a restatement of knowledge from previous discussion.

Questions/Concerns:

Suggestions:

Standard 2: Conceptual Understanding in Mathematics 1 2 333333 4

Evidence from the rubric for my score:

Students are at the point where their conceptual understanding will have flaws, later they will move to a 4.

Students are demonstrating understanding.

Students demonstrated understanding to their peers and to the teacher through discussion

Students were showing they "got" what was expected--may be a little confused but seem to have a good basic understanding

Students show understanding but at this time dont know at what level.

Based on the quality of the understanding wherever it occurs in the work. WE can identify the concepts in the discipline.

Questions/Concerns:

Suggestions:

Standard 3: Elaborated Mathematical Communication 1 2 333333
4

Evidence from the rubric for my score:

Great discussion between students and teacher. The next step will show if they really understand the concepts.

Students are showing elaboration, but the coherence to bring it all together is not seen in this lesson.

Students are showing elaborate communication.

students did a good job of explaining their thinking--they are making accurate explanations with few errors

Elaboration is clear and accurate.

Elaboration is given and communication is primarily between teacher and student.

Questions/Concerns:

Suggestions: