

### Looking at Student Work Note Taking Form

<b>Student Work Sample</b>	<b>Strengths</b> How is the work demonstrating an understanding of the standards and applications of the practices?	<b>Struggles</b> What misconceptions are evident?	<b>Strategies</b> How can the struggles be addressed?
<b>Student A</b>			
<b>Student B</b>			
<b>Student C</b>			
<b>Student D</b>			
<b>Student E</b>			

### Looking at Student Work Note Taking Form

Student Work Sample	Strengths How is the work demonstrating an understanding of the standards and applications of the practices?	Struggles What misconceptions are evident? <i>- Not clear on why</i>	Strategies How can the struggles be addressed?
Student A	<ul style="list-style-type: none"> <li>- can identify congruent angles</li> <li>- being able to solve for "x"</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying all the angle relationships to be supplementary</li> <li>- Not understanding <math>\angle</math> supplementary</li> </ul>	<ul style="list-style-type: none"> <li>- Revisiting the meaning of supplementary angles</li> <li>- Looking at angle relationships on a line</li> </ul>
Student B	<ul style="list-style-type: none"> <li>- Solving for <math>x</math> in an equation</li> <li>- Substitute to check</li> </ul>	<ul style="list-style-type: none"> <li>- corresponding angles</li> <li>- thinking that congruent means <math>\angle</math> to <math>90^\circ</math></li> </ul>	<ul style="list-style-type: none"> <li>- definitions of angles</li> </ul>
Student C	<ul style="list-style-type: none"> <li>- understanding that angles on a straight line are <math>=</math> to <math>180^\circ</math></li> <li>- able to relate equation to image</li> </ul>	<ul style="list-style-type: none"> <li>- Solving for <math>x</math></li> </ul>	<ul style="list-style-type: none"> <li>- being prompted to solve for <math>x</math> what does it mean to solve for "x"</li> </ul>

How does the student see 3 angles congruent in diagram 3?

<p><b>Student D</b></p>	<p>- understands supplementary</p>	<p>- not justifying <del>what</del> why angles are congruent          - choosing the 2 equations because they have the same values in it</p>	<p>Have students justify each equation in relation to the model</p>
<p><b>Student E</b></p>	<p>- Knowledge of</p>	<p>- Not answering the task</p>	