Grade: 8
Item Description: Congruent Triangle

<table>
<thead>
<tr>
<th>Mathematical Content</th>
<th>Total: 1 point</th>
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<tbody>
<tr>
<td>Antonio</td>
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<th>Mathematical Process</th>
<th>Total: 2 points</th>
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2 points:
- Student demonstrates an understanding of congruency using a visual model and/or a written explanation to explicitly explain that the sequence of transformations Brittany used would not result in the proving that and are congruent.
  - Example:
    - Student explains the resulting triangle is not in the same position as to prove congruency.
    - Student explains that the sequence of transformations is incomplete and an additional transformation of rotation is needed to prove congruency of the two given triangles or suggest a new set of transformation that result in proving congruency.

1 point:
- Student uses a visual model to correctly explain Brittany’s mistake, but written explanation is incorrect
- Student understands some component of congruency, (i.e. the triangles have to be on top of one another), but explanation is lacking connection to her strategy
- Student lacked explanation on what Brittany’s mistake was, but was able to explain why Antonio’s steps were correct.

0 point:
- Misconception of congruency being the same as similar is evident
- Student provides a completely incorrect explanation or justification, one that cannot be interpreted, or there is no response.