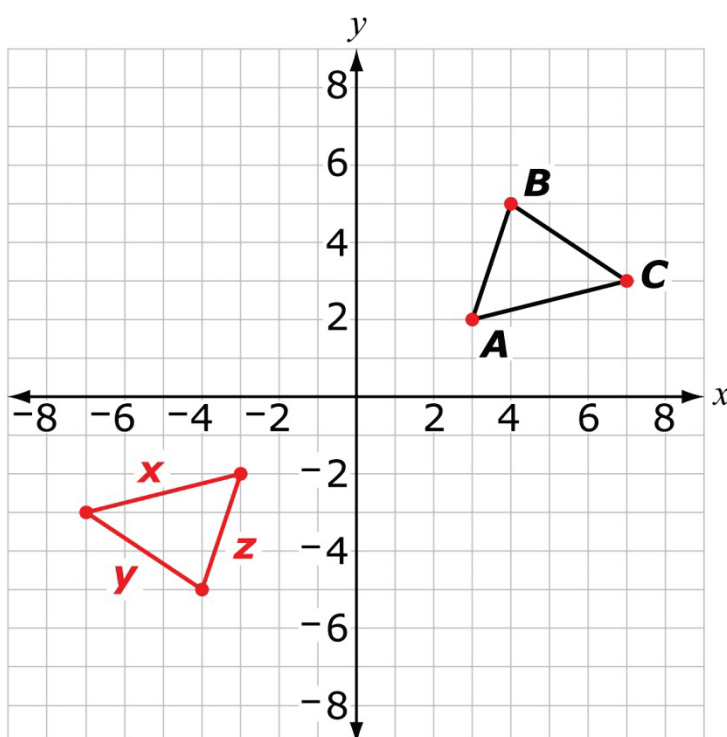


MAT.08.SR.1.0000G.G.141 C1 TG

Sample Item ID:	MAT.08.SR.1.0000G.G.141
Grade:	08
Claim(s):	Claim 1: Concepts and Procedures Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
Assessment Target(s):	1 G: Understand congruence and similarity using physical models, transparencies, or geometry software.
Content Domain:	Geometry
Standard(s):	8.G.2
Mathematical Practice(s):	2, 6
DOK:	1
Item Type:	SR
Score Points:	1
Difficulty:	L
Key:	$AB = z, AC = x, BC = y$
Stimulus/Source:	
Target-Specific Attributes (e.g., accessibility issues):	
Notes:	A check should appear (or the box is highlighted) when a box is selected. Students may only select one box in each row and column.

Triangle ABC on this coordinate grid was created by joining points $A (3, 2)$, $B (4, 5)$, and $C (7, 3)$ with line segments.

Triangle ABC was reflected over the x -axis and then reflected over the y -axis to form the red triangle, where x , y , and z represent the lengths of the sides of the red triangle.



Click the appropriate boxes in the table to show which sides of the triangles have equal lengths.

	x	y	z
AB			
AC			
BC			

Key and Distractor Analysis:

- $AB = z$. Students may work from left to right and think that $AB = y$.
- $AC = x$. Most students will probably answer this one correctly.
- $BC = y$. Students may work from left to right and think that $BC = z$.