

Grade: 4th

Strand: Geometry

Standard/Topic: MAT-04.G.02

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.



		Sample Activities
Score 4.0 Complex	In addition to Score 3.0, in-depth inferences and applications that go beyond the target content. The student will: • Apply knowledge of polygon attributes to real life situations.	
	3.5 In addition to target performance, in-depth inferences and applications with partial understanding	
Score 3.0 Target	The student will: • Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. • Recognize right triangles as a category, and identify right triangles. The student exhibits no major errors or omissions.	Sort polygons into two categories. How else could these polygons be sorted? Which of the polygons are right triangles? (Provide a set of manipulatives or 2-D images.) How do you know?
	2.5 No major errors or omissions regarding the simple content and partial understanding of the target content	
Score 2.0 Simple	There are no major errors or omissions regarding the simpler details and processes as the student: • The student will recognize or recall specific terminology, such as: ◦ Two-Dimensional, Parallel, <u>Perpendicular</u>, Angle, <u>Right Triangle</u>, Quadrilateral • The student will perform basic processes, such as: ◦ Identify acute, obtuse, right, and straight angles ◦ Identify intersecting lines, parallel lines, and perpendicular lines ◦ Recognize that all two-dimensional figures are formed by three or more lines that intersect one another, and the points of intersection are vertices. However, the student exhibits major errors or omissions	Students create a visual tool or tool to clarify examples and definitions of acute, obtuse, and right angles and use these tools when playing angle games, completing sorting activities, etc. Students can classify sets of lines as intersecting, parallel, or perpendicular. Students can construct a model of a two-dimensional figure using straight objects, such as straws to represent the lines and a circular object, such as beads to represent the vertices.

	regarding the more complex ideas and processes.	
	1.5 Partial understanding of the simple, but major errors or omissions regarding the target content	
Score 1.0	With help, partial understanding of the simple and target content	
	0.5 With help, partial understanding of the simple content, but not the targeted content	