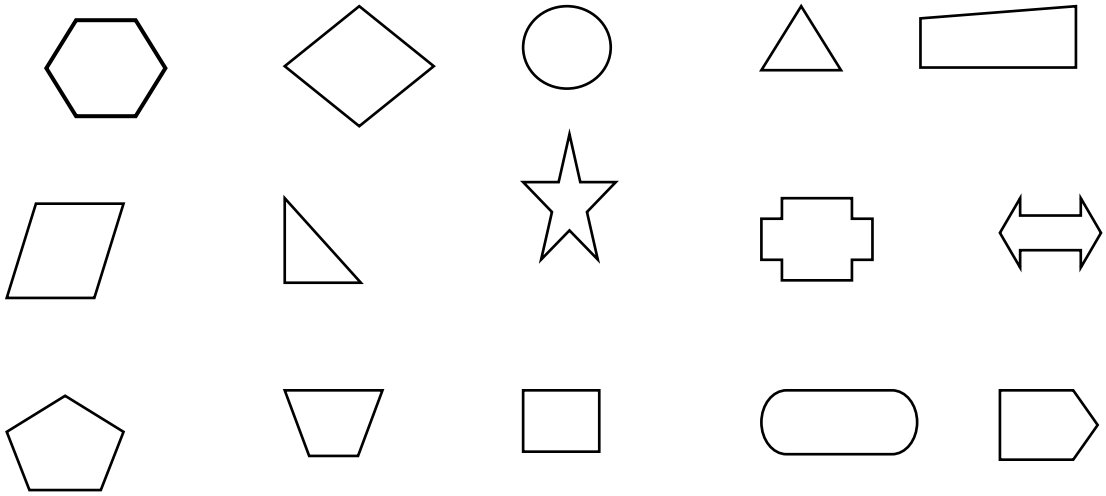
Name: _____ Date: _____ (3.G.1)

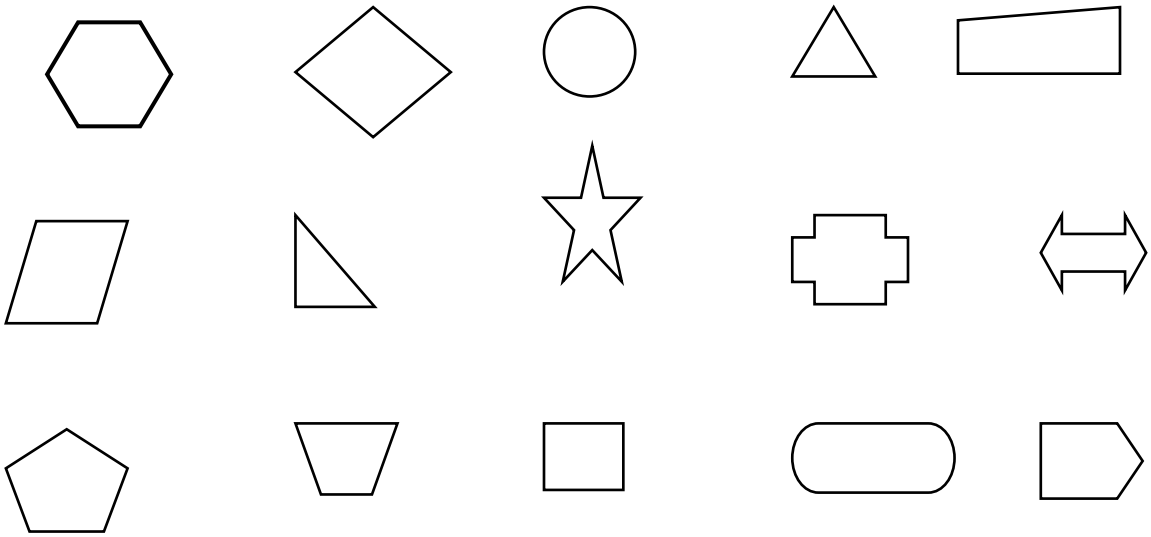
Circle the shapes that are quadrilaterals.



Explain why the shapes you circled are quadrilaterals.

Name: _____ Date: _____ (3.G.1)

Circle the shapes that are quadrilaterals.



Explain why the shapes you circled are quadrilaterals.

Teacher notes:
Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

A polygon is a closed figure. A polygon is named by the number of its sides. Regular polygons are made up of line segments which are the same lengths. An irregular polygon can have sides of different lengths. Polygons with four sides are quadrilaterals. A rectangle is a parallelogram with four right angles. A rhombus is a parallelogram with four congruent sides. (A parallelogram has two pairs of parallel lines.) A square is a parallelogram with four right angles and four congruent sides. A trapezoid has exactly one pair of parallel sides. Students should not be expected to memorize a formal definition of the quadrilaterals but be able to identify them and name them.

Students who demonstrate mastery circle the 5 shapes that are quadrilaterals.

Students who demonstrate substantial accomplishment circle 4 shapes that are quadrilaterals or circle the 5 shapes that are quadrilaterals and a shape that is not a quadrilateral.

Students who demonstrate partial accomplishment circle 3 shapes that are quadrilaterals

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		**Got It:** Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.	**1 Marginal: Partial Accomplishment** Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	**2 Proficient: Substantial Accomplishment** Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.	**3 Excellent: Full Accomplishment** Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65