

Name:
5g3

Which shape is described by the clues below?

The shape has no right angles.
All of the sides are congruent.
The total of its angles is less than 360°

What shape has two sets of parallel sides, two sets of equal sides, and four 90° vertices?

Teacher notes:

Student learning targets for this task include:

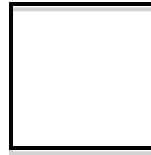
- I can classify two-dimensional figures by their attributes
- I can explain two-dimensional attributes can belong to several two-dimensional figures.
- I can identify subcategories using two-dimensional attributes.

Student need to recognize the all two dimensional figures can be classified by sides and angles.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		Got It: Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment	1 Marginal: Partial Accomplishment	2 Proficient: Substantial Accomplishment	3 Excellent: Full 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.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	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.	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

Name
5g3



Use what you know about the attributes of a rectangle to explain why a square is a rectangle.

Teacher notes:

Student Learning Targets for this task include:

- I can classify two-dimensional figures by their attributes
- I can explain two-dimensional attributes can belong to several two-dimensional figures.
- I can identify subcategories using two-dimensional attributes.

Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure		Got It: Student essentially understands the target concept.	
0 Unsatisfactory: Little Accomplishment	1 Marginal: Partial Accomplishment	2 Proficient: Substantial Accomplishment	3 Excellent: Full 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.	Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.	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.	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

Name
5g3

Jason made these 2 quadrilaterals on his geoboard.

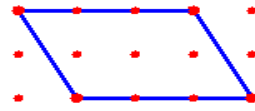


Figure A

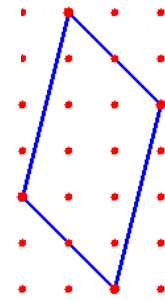


Figure B

Step A

What is the name of the quadrilateral in Figure A?

Step B

Jason thinks both quadrilaterals have the same name. Use what you know about geometry to explain why this is true. Use words and/or numbers in your explanation.

Teacher notes:

Student Learning Targets for this task include:

- I can classify two-dimensional figures by their attributes
- I can explain two-dimensional attributes can belong to several two-dimensional figures.
- I can identify subcategories using two-dimensional attributes.

In the explanation students need to identify properties of a parallelogram. Such as a parallelogram is a quadrilateral and opposite sides are the same length and parallel.

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