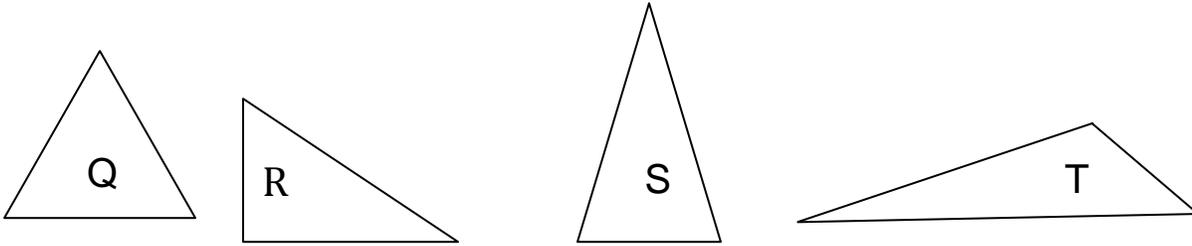


Name
5g4

Use the figures below to answer the questions.



Which figure is an equilateral triangle? _____

Which figure is an isosceles triangle? _____

Which figure is a right triangle? _____

Which figure is a scalene triangle? _____

Explain your reasoning about each triangle.



Teacher notes:

Student Learning Targets for this task include:

- I can group shapes that share a single property, and then among these shapes group those that share a second property, etc.

Students need to explain their understanding of the properties of each type of triangle.

| | | | |
|--|---|---|---|
| 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

Name _____

5.G.4

Is a square a rhombus? Is a rhombus a square? Explain using what you know about the properties of these quadrilaterals.

Teacher notes:

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

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