

Geometry Unit Test

Name: _____

1. [SOCL 4.33] Edwain had some toy blocks of different shapes as shown below. He put all of the blocks that did not have edges into a bucket.



Which blocks did Edwain put into the bucket?

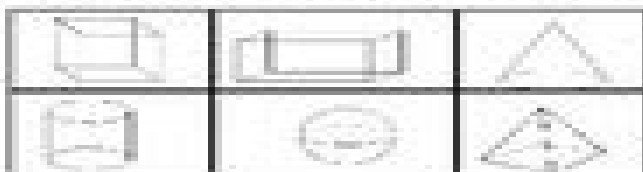


2. [SOCL 4.33] How many vertices does the shape below have?

A. 6 B. 8
C. 12 D. 16

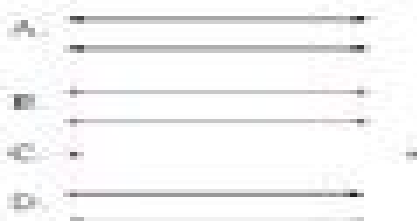


3. [SOCL 4.33] Match the number with the figures below. Write the number in the correct box.



1. sphere 2. cone
3. cube 4. rectangular prism
5. square pyramid 6. cylinder

4. [SOCL 4.30a] Kevin drew two lines. Which picture could be the lines that Kevin drew?



5. [SOCL 4.30a] Andrew drew the figure below to show the path connecting his home to the park.



Which describes the figure Andrew drew?

A. B. C. D.

6. [SOCL 4.30b] What type of lines are these?

A. perpendicular
B. parallel
C. intersecting
D. line segments



7. [SOCL 4.30a] Ned drew the figure below. What notation would he use to identify this figure?

A. $\overleftrightarrow{AB} \parallel \overleftrightarrow{CD}$
B. $\overleftrightarrow{BD} \perp \overleftrightarrow{AC}$
C. $a \parallel b$
D. $\overleftrightarrow{AB} \perp \overleftrightarrow{CD}$



8. [SOCL 4.30a] Match the definition with the correct word.

- a. a collection of points extending infinitely in both directions and has no endpoints
b. part of a line. It has two endpoints and includes all the points between and including the endpoints
c. part of a line. It has one endpoint and extends infinitely in one direction
d. formed by two rays that share a common endpoint

____ 1. Line segment ____ 2. Line
____ 3. Angle ____ 4. Ray

Grade Geometry Unit Test

Margo Gottlieb, Gisela Ernst-Slavit

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author names.

Grade Geometry Unit Test:

Academic Language in Diverse Classrooms: Mathematics, Grades 6–8 Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-09 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

Differentiating Instruction in the Regular Classroom Diane Heacox, 2012-08-28 This updated edition presents a practical introduction to differentiation and explains how to differentiate instruction in a wide range of settings to provide variety and challenge Chapters focus on evaluation in a differentiated classroom and how to manage both behavior and work tasks The book includes connections to Common Core State Standards Digital content includes a PowerPoint presentation for professional development customizable forms from the book and curriculum maps workcards and matrix plans

Jessica Kanold-McIntyre, Matthew R. Larson, 2015-01-28 Focus your curriculum to heighten student achievement Learn 10 high leverage team actions for grades 6–8 mathematics instruction and assessment Discover the actions your team should take before a unit of instruction begins as well as the actions and formative assessments that should occur during instruction Examine how to most effectively reflect on assessment results and prepare for the next unit of instruction

Designing Learning Environments for Developing Understanding of Geometry and Space Richard Lehrer, Daniel Chazan, 2012-11-12 This volume reflects an appreciation of the interactive roles of subject matter teacher student and technologies in designing classrooms that promote understanding of geometry and space Although these elements of geometry education are mutually constituted the book is organized to highlight first the editors vision of a general geometry education second the development of student thinking in everyday and classroom contexts and third the role of technologies Rather than looking to high school geometry as the locus and all too often the apex of geometric reasoning the contributors to this volume suggest that reasoning about space can and should be successfully integrated with other forms of mathematics starting at the elementary level and continuing through high school Reintegrating spatial reasoning into the mathematical mainstream indeed placing it at the core of K–12 mathematics environments that promote learning with understanding will mean increased attention to problems in modeling structure and design and reinvigoration of traditional topics such as measure dimension and form Further the editors position is that the teaching of geometry and spatial visualization in school should not be compressed into a characterization of Greek geometry but should include attention to contributions to the mathematics of space that developed subsequent to those of the Greeks This volume is

essential reading for those involved in mathematics education at all levels including university faculty researchers and graduate students

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades K-5 Carol Ann Tomlinson, Caroline Cunningham Eidson, 2003-06-15 Join Carol Ann Tomlinson and Caroline Cunningham Eidson in their continuing exploration of how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit Focusing on the elementary grades but applicable at all levels *Differentiation in Practice Grades K 5* will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively Included are Annotated lesson plans for differentiated units in language arts social studies science and mathematics Samples of differentiated product assignments learning contracts rubrics and homework handouts An overview of the non negotiables in differentiated classrooms and guidelines for using the book as a learning tool An extended glossary and recommended readings for further exploration of key ideas and strategies Each unit highlights underlying standards delineates learning goals and takes you step by step through the instructional process Unit developers provide running commentary on their use of flexible grouping and pacing tiered assignments and assessments learning contracts and numerous other strategies The models and insight presented will inform your own differentiation efforts and help you meet the challenge of mixed ability classrooms with academically responsive curriculum appropriate for all learners Note This product listing is for the Adobe Acrobat PDF version of the book

JEBPS Vol 14-N2 Journal of Evidence-Based Practices for Schools, 2014-11-25 The Journal of Evidence Based Practices for Schools is a leader in publishing research to practice articles for educators and school psychologists The mission of this journal is to positively influence the daily practice of school based professionals through studies demonstrating successful research based practices in educational settings As a result the editors are committed to publishing articles with an eye toward improving student performance and outcomes by advancing psychological and educational practices in the schools They seek articles using non technical language that

- 1 outline an evidence based practice
- 2 describe the literature supporting the effectiveness and theoretical underpinnings of the practice
- 3 describe the findings of a study in which the practice was implemented in an educational setting and
- 4 provide readers with information they need to implement the practice in their own schools in a section entitled Implementation Guidelines

The Journal of Evidence Based Practices for Schools differs from other scholarly journals in that it features articles that demonstrate empirically based procedures for readers to apply the practice in their setting

Advantage Math Grade 1 Creative Teaching Press, 2004-04

Taking Charge of Professional Development Joseph H. H. Semadeni, 2010-06-06 How can every teacher school and district improve the quality of their schools The answer is to empower teachers to take charge of their own learning says author and teacher Joseph H Semadeni In this book you ll learn how the Fusion professional development model can help you do just that This accessible customizable and affordable model gives you proven ways to successfully establish teaching and learning practices that are grounded in solid educational research In some schools you

may wish to begin the program with just a few teachers and let it gain recognition support and buy in from the biggest skeptics In other schools the whole staff may be inspired to create their own lists of best practices funding levels and new school day schedules In both scenarios schools have successfully implemented Fusion where it was needed the most What's most appealing to teachers is that this approach gives them the chance to determine what strategies they want to learn how much professional development they want to access and when it best fits their schedules As teachers learn use observe and are observed practicing the strategies in their classrooms they determine which practices best fit their students and foster achievement With experience teachers become eligible for related pay increases and Fusion helps teachers to foster the qualities attitudes and behaviors necessary to establish and nurture a collaborative culture within the school community

Level 13 (A Slacker Novel) Gordon Korman, 2019-06-25 From the bestselling author of *Swindle Restart* and *Slacker* is another hilarious story about an underachiever who learns to go above and beyond Cameron Boxer king of the slackers has found something worth his time By playing video games online in front of an audience he can find both fame AND fortune especially with Elvis a beaver who seems to love video games as much as Cam at his side The only problem Things keep getting in Cam's way Like school And the club he accidentally started And the misguided people in his life who don't think beavers should be playing video games It's going to take some trickery some close calls and a fierce devotion to slacking in order for Cam to get to his goal conquering the game's infamous Level 13 But if any slacker can do it Cam can **ENC**

Focus, 2001 **Bulletin - Bureau of Education** United States. Bureau of Education, 1932 *Bibliography of Research Studies in Education*, 1929 Bulletin, 1941 *Bulletin* United States. Office of Education, 1941 *An Experimental Study Comparing the Teacher Directed Method with the Pupil Self-discovery Method in the Teaching of Seventh Grade Arithmetic* Olive Leskow, 1947 Statistics of Land-grant Colleges and Universities United States. Office of Education, 1963 An Experimental Study of the Unit Method of Instruction in the Junior and Senior High Schools Chester Otto Newlun, 1926

Partnerships with Business and the Community, 2001 *Directory of Distance Learning Opportunities* Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation **UICSM Newsletter**, 1960

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