

# 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

**D Kirk**



## 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

**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

*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

*Making Grades Matter* Matt Townsley, Nathan L. Wear, 2020-03-10 Maximize learning by making grades more meaningful and motivating to students With the support of this practical guide professional learning communities PLCs will discover a clear road map for implementing a standards based grading system at the secondary level

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