

4th grade Math

PERFORMANCE TASKS

Geometry

4th Geometry Performance Task

Name: _____ **Date:** _____

Use the image below to answer the following questions.

1. Name 3 angles.
2. Name 3 lines.
3. Name 3 line segments.
4. Name 2 pairs of perpendicular lines.
5. Name 1 pair of parallel lines.
6. Name 1 pair of intersecting lines.
7. Add 180° to the angle at point B.
8. Name the following angles:

∠A = _____ ∠B = _____
∠C = _____ ∠D = _____

4th Geometry Performance Task

Name: _____ **Date:** _____

Sort the shapes into the following categories. Some may fit into more than one category.

Right Triangle	Acute Triangle	Obtuse Triangle

4th Geometry Performance Task

Name: _____ **Date:** _____

Sort the shapes into the following categories. Some may fit into more than one category.

Right Triangle	Acute Triangle	Obtuse Triangle



Geometry Performance Tasks 4th Grade Answers

Diane Ravitch



Geometry Performance Tasks 4th Grade Answers:

A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics

Math Instruction for Students with Learning Difficulties Susan Perry Gurganus, 2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction

Math That Matters Marian Small, 2019-05-17 In this insightful math resource for grades 3 8 popular professional developer Marian Small helps teachers understand and facilitate meaningful assessments to advance student understandings Small shows new and veteran teachers how to do three fundamental things well identify the most important math to assess construct meaningful assessments both formative and summative to measure student understanding and provide students with feedback that is clear timely and specific Examples for each grade level are provided along with details on how to pose questions analyze errors and help students understand and learn from their mistakes The book provides specific guidance for when and how to offer feedback on both correct and incorrect answers in order to advance students mathematical thinking Like other Marian Small bestsellers Math That Matters combines her special brand of lucid explanation of difficult concepts with fresh and engaging activities Our understanding of the power of assessment to improve learning has deepened significantly in the past two decades Marian Small draws upon the critical research behind this understanding to explain what effective practice looks like It is essential reading for all elementary educators and has the potential to profoundly affect the quality of mathematics assessment in our schools From the Foreword by Damian Cooper president Plan Teach Assess Teachers are often clamoring for concise classroom assessments that can capture students conceptual understanding Clamor no more Math That Matters is a timely response to that need Marian Small removes the mystery of how to engage students in learning while collecting assessment data that drive next instructional plans Karen Karp Johns Hopkins University The beauty of this book is that it is simple enough for brand new teachers and complex enough for experienced teachers The author offers an amazing gift by linking assessment ideas directly to common state standards Felicia Darling Santa Rosa Junior College

Teaching Secondary School Mathematics: Techniques And Enrichment Alfred S Posamentier, Beverly Smith, 2020-09-18 The primary aim of this book is to provide teachers of mathematics with all the tools they would need to conduct most effective

mathematics instruction The book guides teachers through the all important planning process which includes short and long term planning as well as constructing most effective lessons with an emphasis on motivation classroom management emphasizing problem solving techniques assessment enriching instruction for students at all levels and introducing relevant extracurricular mathematics activities Technology applications are woven throughout the text A unique feature of this book is the second half which provides 125 highly motivating enrichment units for all levels of secondary school mathematics Many years of proven success makes this book essential for both pre service and in service mathematics teachers What Mathematics Do Students Know and How is that Knowledge Changing? Peter Kloosterman,Doris Mohr,Crystal

Walcott,2015-09-01 This volume is intended for researchers curriculum developers policy makers and classroom teachers who want comprehensive information on what students at grades 4 8 and 12 the grades assessed by NAEP can and cannot do in mathematics After two introductory chapters on the design of NAEP the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items These chapters are organized by content area and then by topic e g understanding of place value knowledge of transformations ability to use metric and U S systems of measurement and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary middle and high school mathematics curriculum Additional chapters focus on student reasoning U S performance on international assessments and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics Several themes emerge from the volume One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years it has slowed more on some topics than others Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught For example there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing In contrast while relatively few twelfth grade students have ever been good at factoring trinomials performance on this skill seems to be decreasing This suggests that while more students are completing advanced mathematics courses in high school these courses are not helping in the area of factoring trinomials Finally there are limitations to using NAEP as a measure of student performance on the Common Core State Standards To the extent that NAEP can be used however the NAEP data show a substantial gap between expectations and performance Exploring Mathematics Through Play in the Early Childhood Classroom Amy Noelle Parks,2015-04-28 This practical book provides pre and inservice teachers with an understanding of how math can be learned through play The author helps teachers to recognize the mathematical learning that occurs during play to develop strategies for

mathematizing that play and to design formal lessons that make connections between mathematics and play Common Core State Standards are addressed throughout the text to demonstrate the ways in which play is critical to standards based mathematics teaching and to help teachers become more familiar with these standards Classroom examples illustrate that unlike most formal tasks play offers children opportunities to solve nonroutine problems and to demonstrate a variety of mathematical ways of thinking such as perseverance and attention to precision This book will help put play back into the early childhood classroom where it belongs Book Features Makes explicit connections to play and the Common Core State Standards in Mathematics Offers many examples of free play activities in which mathematics can be highlighted as well as formal lessons that are inspired by play Provides strategies for making assessments more playful helping teachers meet increasing demands for assessment data while also reducing child stress Includes highlight boxes with recommended resources questions for reflection key research findings vocabulary lesson plan templates and more This is one of those books that I wish I had written It is smart readable relevant and authentically focused on children From the Foreword by Elizabeth Graue Sorenson Professor of Early Childhood Education University of Wisconsin In this deceptively easy to read book Amy Parks explains two things that could make a world of difference in early childhood and elementary classrooms Mathematics isn't something in a workbook it's a fascinating part of the real world And playing in school isn't a luxury it's an essential context for learning about all sorts of things including mathematics Through vignettes of children learning mathematics as they play Parks helps teachers recognize their answerability to the moment eschewing someone else's determination of best practice in favor of what works with actual children eager to learn mathematics Rebecca New School of Education University of North Carolina at Chapel Hill **Resources in Education** ,2000-04 **Teaching Children Mathematics** ,2008-08

Performance Assessment Sampler ,1993 *National Standards in American Education* Diane Ravitch,2011-05-01

Updating her highly acclaimed book Diane Ravitch presents the latest information on the debate over national standards and assessments Ensuring a rigorous liberal education for all is asking a lot in a contentious democracy like ours Is it possible to educate every child to the same high standards Is it politically feasible Will raising standards help or hinder poor minority children Ravitch sees where these land mines are buried and her book provides an indispensable diagram for getting around them The Wall Street Journal A simple message lies at the heart of Diane Ravitch's new book If clear and consistent goals of learning could be set for all American children rich and poor gifted and ordinary then all of these children would end up better educated than they now are likely to be The New York Times No one could be more qualified to write a book about national standards in education than Diane Ravitch The Washington Times The ongoing debate about national education standards and assessment in the U S has created as much confusion as it has solutions What has been needed is an examination of the educational historical political and social issues related to the development of such standards Ravitch provides such a foundation Choice

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