

Directions: Answer the following question(s).

**1** MGSE4.G.1 (DOK 2)

How many obtuse angles, right angles, and acute angles are in the figure below?



Obtuse angles \_\_\_\_\_

Right angles \_\_\_\_\_

Acute angles \_\_\_\_\_

Master ID: 3037849 Revision: 5  
 Rubric: 2 Point(s)  
 MGSE4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

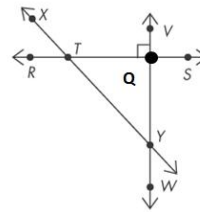
**2 2 Point Response:**  
 The student accurately states the correct number of obtuse, right, and acute angles within the figure.  
 Correct Response:  
 a.) obtuse angles - 2  
 b.) right angles - 0  
 c.) acute angles - 2

**1 1 Point Response:**  
 The student accurately states the correct number of obtuse and right angles, obtuse and acute angles, or right and acute angles within the figure.

**0 0 Point Response:**  
 The student incorrectly states the correct number of obtuse, right, and acute angles within the figure.

Standards:  
 MGSE4.G.1

**2**



Name 2 acute angles \_\_\_\_\_

Name 2 obtuse angles \_\_\_\_\_

Name 2 right angles \_\_\_\_\_

Master ID: 3145922 Revision: 7  
 Rubric: 4 Point(s)  
 MGSE4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

**4 4 Point Response:**  
 The student correctly states 2 acute angles, 2 obtuse angles, and 2 right angles in the figure.  
 Correct Response:  
 Acute angles -  $\angle XTR$ ,  $\angle STY$ ,  $\angle TYV$   
 Obtuse angles -  $\angle XTS$ ,  $\angle TYW$ ,  $\angle RTY$   
 Right angles -  $\angle VQS$ ,  $\angle TQY$

**3 3 Point Response:**  
 The student correctly states 2 acute angles and 2 obtuse angles, 2 acute angles and 2 right angles, OR 2 obtuse angles and 2 right angles in the figure.

**2 2 Point Response:**  
 The student correctly states 2 acute angles OR 2 obtuse angles OR 2 right angles in the figure.

**1 1 Point Response:**  
 The student correctly states 1 acute, 1 obtuse, OR 1 right angle in the figure.

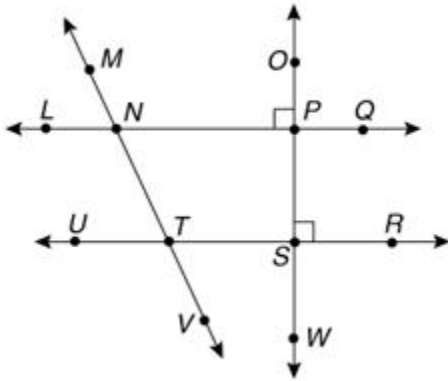
**0 0 Point Response:**  
 The student incorrectly states 2 acute, 2 obtuse, or 2 right angles in the figure.

Standards:  
 MGSE4.G.1

Directions: Answer the following question(s).

**3** MGSE4.G.1 (DOK 2)

Write a comparison statement about two angles or lines in the diagram below.



**4** MGSE4.G.1 (DOK 2)

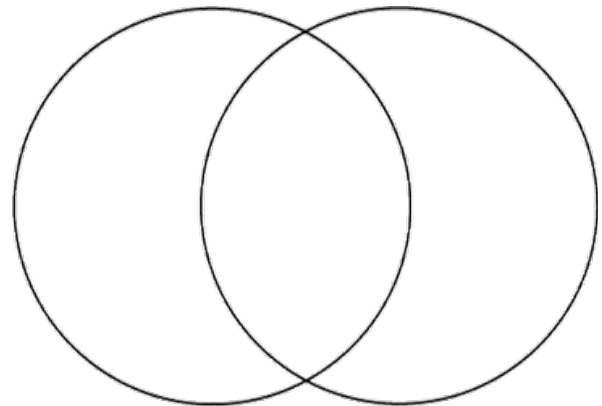
A E F H I K L

M N T V X Y Z

Morris noticed that many letters of the alphabet are comprised of only lines. He recorded all of the letters without curves. Then he sorted them according to which ones had parallel lines, which ones had perpendicular lines, which had both, and which had neither. Use the Venn diagram below to demonstrate how Morris should sort the letters of the alphabet.

**Make sure to use every letter.**

Parallel lines  
Perpendicular lines



Master ID: 3037852 Revision: 6

Rubric: 2 Point(s)

MGSE4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

**2 2 Point Response:**  
The student writes a correct comparison statement about 2 angles or 2 lines in the diagram.  
Correct Response:  
Example:

- $\angle MNP$  and  $\angle UTV$  are obtuse angles
- Line  $OW$  and line  $UR$  are perpendicular
- Line  $LQ$  and line  $UR$  are parallel

**1 1 Point Response:**  
The student writes a partially correct comparison statement about 2 angles or 2 lines in the diagram.

**0 0 Point Response:**  
The student writes an incorrect comparison statement about 2 angles or 2 lines in the diagram.

Standards:  
MGSE4.G.1

Directions: Answer the following question(s).

Master ID: 3038047 Revision: 5  
 Rubric: 4 Point(s)  
 MGSE4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4 **4 Point Response:**  
 The student correctly sorts the 14 letters of the alphabet within the Venn Diagram.  
 Parallel lines: letters M, N, Z  
 Perpendicular lines: letters L, T  
 Outliers: letters A, I, V, X, Y, K  
 Both: letters E, F, H

3 **3 Point Response:**  
 The student correctly sorts up to 10 letters of the alphabet within the Venn Diagram.

2 **2 Point Response:**  
 The student correctly sorts up to 7 letters of the alphabet within the Venn Diagram.

1 **1 Point Response:**  
 The student correctly sorts up to 4 letters of the alphabet within the Venn Diagram.

0 **0 Point Response:**  
 The student incorrectly sorts the letters of the alphabet within the Venn Diagram.

Standards:  
 MGSE4.G.1

5 MGSE4.G.1 (DOK 3)

State the acute, obtuse, and right angles in the figure above. How do you know the angles are acute, obtuse, or right?

Master ID: 3037851 Revision: 6  
 Rubric: 2 Point(s)  
 MGSE4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

2 **2 Point Response:**  
 The student correctly states all 4 acute angles, all 3 obtuse angles, and the 1 right angle in the figure, and the student correctly states why the angles are acute, obtuse, or right.  
 Explanation:  
 Acute angles -  $\angle A$ ,  $\angle C$ ,  $\angle F$ ,  $\angle G$  The angles are acute because they are less than  $90^\circ$ .  
 Obtuse angles -  $\angle D$ ,  $\angle E$ ,  $\angle H$  The angles are obtuse because they are greater than  $90^\circ$ .  
 Right angles -  $\angle B$  The angle is right because it is exactly  $90^\circ$ .

1 **1 Point Response:**  
 The student correctly states all 4 acute angles, all 3 obtuse angles, and the 1 right angle in the figure, but the student incorrectly states or does not state why the angles are acute, obtuse, or right.

0 **0 Point Response:**  
 The student incorrectly states the 4 acute angles, 3 obtuse angles, and 1 right angle in the figure, and incorrectly states or does not state why the angles are acute, obtuse, or right.

Standards:  
 MGSE4.G.1

Directions: Answer the following question(s).

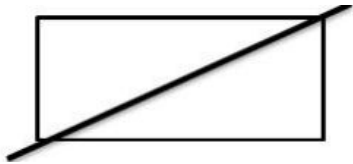
**6** MGSE4.G.2 (DOK 2)

Look at the rectangle below. Show how to transform the rectangle into two right triangles.



Master ID: 3037853 Revision: 4  
 Rubric: 2 Point(s)  
 MGSE4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

**2 2 Point Response:**  
 The student correctly transforms the rectangle into two right triangles.



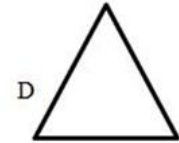
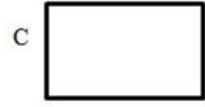
The student could draw the line from the top left corner to the bottom right corner, as a different option.

**1 1 Point Response:**  
 Not applicable for this question.

**0 0 Point Response:**  
 The student incorrectly transforms the rectangle into two right triangles.

Standards:  
 MGSE4.G.2

**7** MGSE4.G.2 (DOK 2)



Which of the shapes above have both parallel and perpendicular lines?

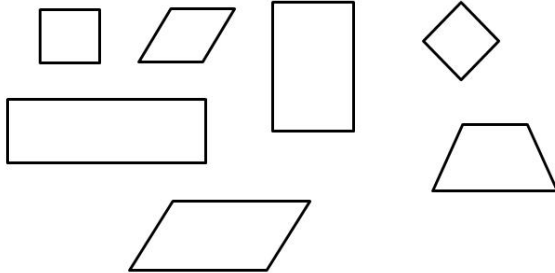
- A. A and C
- B. B and C
- C. A and B
- D. A and D

Master ID: 3037854 Revision: 2  
 Correct: A  
 Rubric: 1 Point(s)  
 Standards:  
 MGSE4.G.2

Directions: Answer the following question(s).

8 MGSE4.G.2 (DOK 2)

Jerome was working on an art piece. He wanted to use only rectangles. Circle the quadrilaterals that he could use.



Master ID: 3037857 Revision: 4  
 Rubric: 2 Point(s)  
 MGSE4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

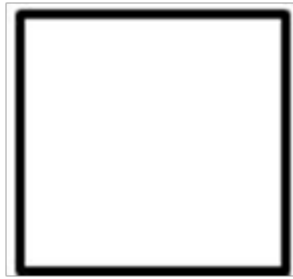
2 **2 Point Response:**  
 The student correctly circles all 5 of the quadrilaterals.

1 **1 Point Response:**  
 The student correctly circles up to 3 of the quadrilaterals.

0 **0 Point Response:**  
 The student does not correctly circle the quadrilaterals.

Standards:  
 MGSE4.G.2

9 MGSE4.G.2 (DOK 3)



David and Tanya are trying to classify the shape above. David says it is a square. Tanya insists that it is a rectangle. Who is correct and why?

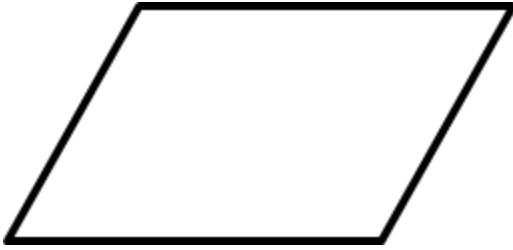
- A. David is correct because the figure has 2 sets of parallel lines that are congruent.
- B. David is correct because the figure has 2 sets of parallel lines, 4 right angles, and equal side lengths.
- C. Tanya is correct because the figure has 2 sets of parallel lines and 4 right angles.
- D. They are both correct. David is correct because the figure has 2 sets of parallel lines, 4 right angles, and equal side lengths. Tanya is correct because the figure has 2 sets of parallel lines and 4 right angles.

Master ID: 3037855 Revision: 4  
 Correct: D  
 Standards:  
 MGSE4.G.2

Directions: Answer the following question(s).

10 MGSE4.G.2 (DOK 3)

Janis drew the following quadrilateral.



Identify which quadrilateral she drew. Justify your decision using the features of the quadrilateral.

Master ID: 3037856 Revision: 4

Rubric: 2 Point(s)

MGSE4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

2 **2 Point Response:**

The student correctly states that Janis drew a parallelogram, and the student provides a correct and complete explanation as to why the figure is a parallelogram.

Explanation:

Janis drew a parallelogram. The figure is a parallelogram because it has 2 sets of parallel lines, no equal sides, and 0 sets of perpendicular lines.

1 **1 Point Response:**

The student correctly states that Janis drew a parallelogram, but the student provides an incomplete, unclear, or incorrect explanation as to why the figure is a parallelogram.

0 **0 Point Response:**

The student responds incorrectly, and the explanation for why the figure is a parallelogram is incomplete, unclear, incorrect, or not included.

Standards:

MGSE4.G.2

11 MGSE4.G.3 (DOK 2)



Vonda drew all the possible lines of symmetry on the square shown above.

How many lines of symmetry did Vonda draw?

- A. 1 line of symmetry
- B. 2 lines of symmetry
- C. 4 lines of symmetry
- D. 8 lines of symmetry

Master ID: 3037858 Revision: 2

Correct: C

Rubric: 1 Point(s)

Standards:  
MGSE4.G.3

Directions: Answer the following question(s).

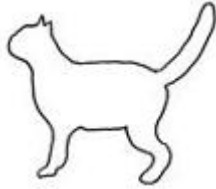
12 MGSE4.G.3 (DOK 2)

Which picture below contains at least 1 line of symmetry?

A.



B.



C.



D.



|            |            |           |   |
|------------|------------|-----------|---|
| Master ID: | 3035227    | Revision: | 2 |
| Correct:   | A          |           |   |
| Rubric:    | 1 Point(s) |           |   |
| Standards: | MGSE4.G.3  |           |   |

13 MGSE4.G.3 (DOK 2)

Look at the figure below. Complete the figure so that it has 1 line of symmetry.



Directions: Answer the following question(s).

Master ID: 3037859 Revision: 3

Rubric: 2 Point(s)

MGSE4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

2 **2 Point Response:**

The student correctly completes the figure to show 1 line of symmetry.

*Students should try to finish the drawing.*



1 **1 Point Response:**

The student attempts to complete the figure to show 1 line of symmetry.

0 **0 Point Response:**

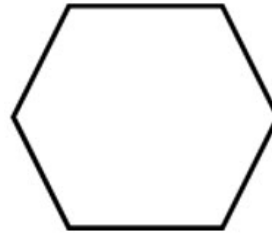
The student does not complete, or attempt to complete, the figure to show 1 line of symmetry.

Standards:

MGSE4.G.3

14 MGSE4.G.3 (DOK 2)

How many lines of symmetry does the hexagon below have? Draw the lines of symmetry on the figure.





Directions: Answer the following question(s).

Master ID: 3037861 Revision: 6

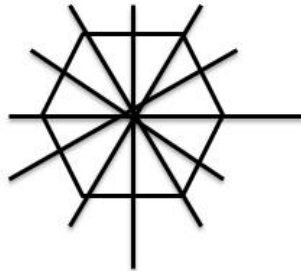
Rubric: 2 Point(s)

MGSE4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure, such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

2 **2 Point Response:**

The student correctly states that the hexagon has 6 lines of symmetry, and the student correctly draws all 6 lines on the hexagon.

6



1 **1 Point Response:**

The student correctly states that the hexagon has 6 lines of symmetry, but the student incorrectly draws the lines of symmetry on the hexagon.

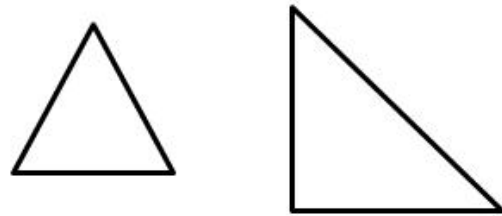
0 **0 Point Response:**

The student incorrectly states the number of lines of symmetry on a hexagon, and the student incorrectly draws the lines of symmetry on the hexagon.

Standards:

MGSE4.G.3

15 MGSE4.G.3 (DOK 3)



Look at the two triangles above. Draw as many lines of symmetry as you can in each triangle. Then explain why one triangle has more lines of symmetry than the other.

Directions: Answer the following question(s).

Master ID: 3037860 Revision: 6

Rubric: 2 Point(s)

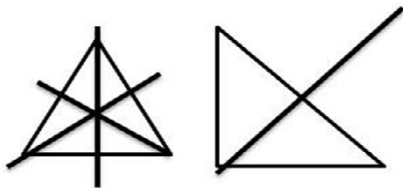
MGSE4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

2 **2 Point Response:**

The student correctly draws 3 lines of symmetry in the equilateral triangle, and 1 line of symmetry in the right triangle. The student also provides a correct and complete explanation for why one triangle has more lines of symmetry than the other.

Explanation:

The two triangles have different lines of symmetry because the equilateral triangle has 3 equal sides and 3 equal angles, while the right triangle only has 2 equal angles. The triangle is an isosceles right triangle because the 2 side lengths that include the right angle are the same length.



1 **1 Point Response:**

The student correctly draws 3 lines of symmetry in the equilateral triangle and 1 line of symmetry in the right triangle. However, the student does not provide a correct and complete explanation for why one triangle has more lines of symmetry than the other.

0 **0 Point Response:**

The student does not correctly draw 3 lines of symmetry in the equilateral triangle and 1 line of symmetry in the right triangle. Also, the student does not correctly explain why one triangle has more lines of symmetry than the other.

Standards:

MGSE4.G.3