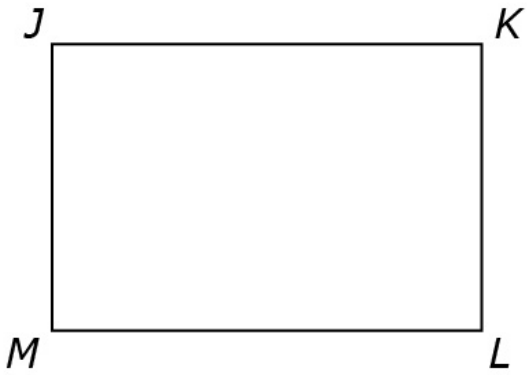
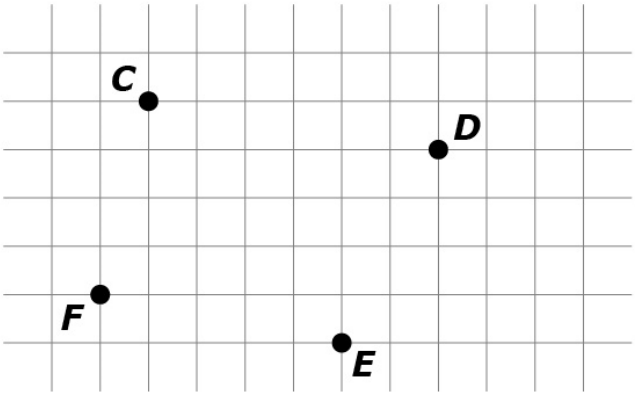
Task Model 1a **Response Type:** **Hot Spot** **DOK Level 1** **4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **Evidence Required:** 1. The student draws points, lines, line segments, rays, and angles and identifies these in two-dimensional figures. **Tools:** None **Accessibility Note:** Hot spot items are not currently able to be Brailled. Minimize the number of items developed to this TM.	**Prompt Features:** The student is prompted to identify a point, line, line segment, or ray. **Stimulus Guidelines:** • Item difficulty can be adjusted via these example methods: ○ The complexity of the geometric figure ○ The indicated element **TM1a** **Stimulus:** The student is presented with a two-dimensional geometric figure. **Example Stem:** Click on line segment *ML*.  **Rubric:** (1 point) The student selects the correct element (e.g., line segment *ML*). **Response Type:** Hot Spot

Task Model 1b **Response Type: Graphing** **DOK Level 1** **4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. **Evidence Required:** 1. The student draws points, lines, line segments, rays, and angles and identifies these in two-dimensional figures. **Tools:** None **Accessibility Note:** Graphing items are not currently able to be Brailled. Minimize the number of items developed to this TM.	**Prompt Features:** The student is prompted to draw a point, line, line segment, ray, or angle. **Stimulus Guidelines:** • Points are labeled with letter names. • Item difficulty can be adjusted via this example method: ○ The complexity of the indicated element • Scoring is based on whether student draws a specific point, line, line segment, ray, or angle, as identified in the stem, as opposed to drawing *any* point, line, line segment, ray, or angle. **TM1b** **Stimulus:** The student is presented with three to five points on a grid. **Example Stem:** Use the Connect Line tool to draw line segment *CD*.  **Rubric:** (1 point) The student draws the correct line segment (e.g., line segment *CD*). **Response Type:** Graphing

Task Model 2a

Response Type: Matching Tables

DOK Level 2

4.G.A.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.

Evidence Required:
2. The student classifies two-dimensional figures based on the presence or absence of parallel/perpendicular line segments and angles of a specified size, including identifying right triangles.

Tools: None

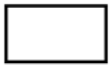
Prompt Features: The student is prompted to match figures to a description based on the presence or absence of angles of a specified size (right, acute, or obtuse) and/or the presence or absence of parallel or perpendicular sides.

Stimulus Guidelines:

- Item difficulty can be adjusted via these example methods:
  - Convex vs. concave shapes
  - Shapes in a standard orientation vs. a non-standard orientation
  - Whether the name of the shape is given
  - Whether the shape is drawn on a grid

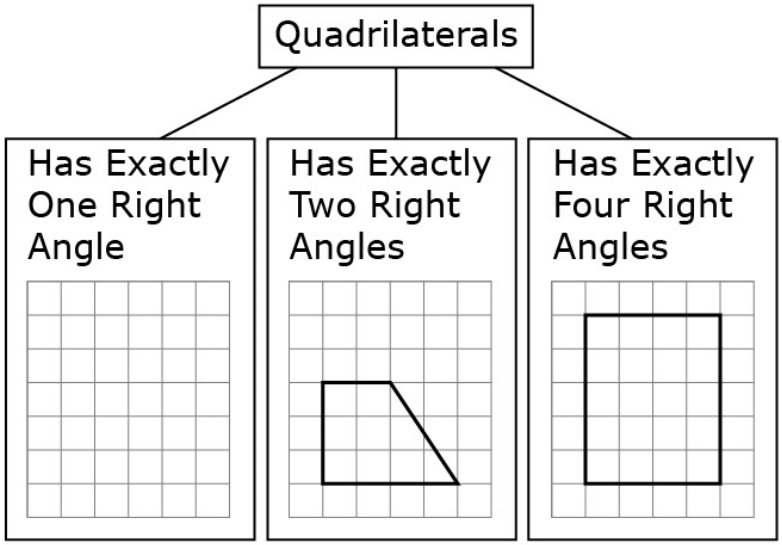
TM2a
Stimulus: The student is presented with drawings of two-dimensional geometric figures and three categories based on the presence or absence of angles of a specified size (right, acute, or obtuse) and/or the presence or absence of parallel or perpendicular sides.

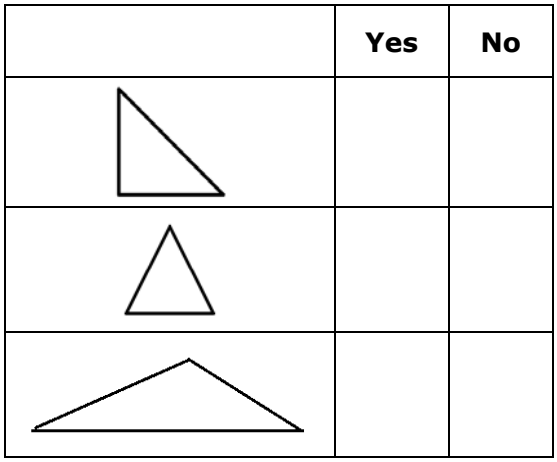
Example Stem: Click in the box that matches each figure with its description. Each figure may be matched to more than one description.

	Has one or more right angles	**Has one or more pairs of perpendicular sides**	**Has one or more pairs of parallel sides**
 Rectangle			
 Rhombus			
 Parallelogram			

Rubric: (1 point) The student correctly classifies the given figures (e.g., Rectangle: Right, Perpendicular, Parallel; Rhombus: Parallel; Parallelogram: Parallel).

Response Type: Matching Tables

Task Model 2b
 	
Response Type: Graphing
 	
DOK Level 2
 	
4.G.A.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.
 	
Evidence Required:
2. The student classifies two-dimensional figures based on the presence or absence of parallel/perpendicular line segments and angles of a specified size, including identifying right triangles.
 	
Tools: None
 	
Accessibility Note:
Graphing items are not currently able to be Brailled. Minimize the number of items developed to this TM.
	Prompt Features: The student is prompted to generate a two-dimensional figure that meets the requirements of a particular classification schema involving the presence or absence of angles of a specified size (right, acute, or obtuse) and/or perpendicular or parallel sides.
	
	Stimulus Guidelines:
	• Item difficulty will be adjusted via these example methods:
	  ○ Whether the shapes drawn have horizontal or non-horizontal bases
	  ○ How many "normal" ways there are to draw a shape that matches the empty box description
	
	TM2b
	Stimulus: The student is presented with a classification schema involving the presence or absence of angles of a specified size (right, acute, or obtuse) and/or perpendicular or parallel sides.
	
	Example Stem: This chart shows one way to classify quadrilaterals. Use the Connect Line tool to draw a quadrilateral that belongs in the box labeled "Has Exactly One Right Angle."
	
	 
	
	Rubric: (1 point) The student constructs a shape that meets the requirements of a classification schema (e.g., a quadrilateral with exactly one right angle).
	
	Response Type: Graphing

Task Model 2c **Response Type: Matching Tables** **DOK Level 1** **4.G.A.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. **Evidence Required:** 2. The student classifies two-dimensional figures based on the presence or absence of parallel/perpendicular line segments and angles of a specified size, including identifying right triangles. **Tools:** None	**Prompt Features:** The student is prompted to identify right triangles. **Stimulus Guidelines:** • Triangles that are considered "not right" cannot use angles within 80-100 degrees. • The correct answer(s) will show isosceles or scalene right triangles at any rotation. • Item difficulty can be adjusted via this example method: ○ The orientation of the triangles' legs/hypotenuse **TM2c** **Stimulus:** The student is presented with three triangles. **Example Stem:** Decide whether the shape appears to be a right triangle. Select Yes or No for each triangle.  **Rubric:** (1 point) The student correctly identifies three triangles as right triangles or not right triangles (e.g., Y, N, N). **Response Type:** Matching Tables

Task Model 3a

Response Type: Matching Tables

DOK Level 1

4.G.A.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.

Evidence Required:
3. The student identifies and draws lines of symmetry in line-symmetric figures, and distinguishes line-symmetric figures from line-asymmetric figures.

Tools: None

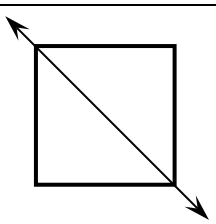
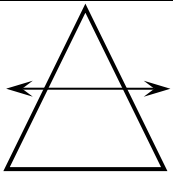
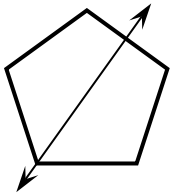
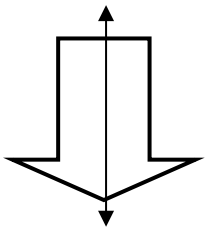
Prompt Features: The student is prompted to identify lines of symmetry in line-symmetric figures.

Stimulus Guidelines:

- Item difficulty can be adjusted via these example methods:
  - "Basic" vs. "non-basic" shapes
  - Convex vs. concave shapes
  - Shapes in a standard orientation vs. a non-standard orientation

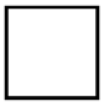
TM3a
Stimulus: The student is presented with three shapes, each with a line drawn through it.

Example Stem: Decide whether the line appears to be a line of symmetry for the shape. Select Yes or No for each shape.

	Yes	No
		
		
		
		

Rubric: (1 point) The student correctly identifies three lines as being lines of symmetry or not (e.g., Y, N, Y, Y).

Response Type: Matching Tables

Task Model 3b **Response Types: Graphing and Hot Spot** **DOK Level 2** **4.G.A.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. **Evidence Required:** 3. The student identifies and draws lines of symmetry in line-symmetric figures, and distinguishes line-symmetric figures from line-asymmetric figures. **Tools:** None **Accessibility Note:** Graphing and hot spot items are not currently able to be Brailled. Minimize the number of items developed to this TM.	**Prompt Features:** The student is prompted to generate lines of symmetry in line-symmetric figures. **Stimulus Guidelines:** • Item difficulty can be adjusted via these example methods: ○ "Basic" vs. "non-basic" shapes ○ Convex vs. concave shapes ○ Shapes in a standard orientation vs. a non-standard orientation ○ The number of lines of symmetry the shape has (limited to no more than 4 lines of symmetry) **TM3b** **Stimulus:** The student is presented with a set of three line-symmetric, two-dimensional figures. **Example Stem 1:** Use the Add Arrow tool to draw **all** the lines of symmetry for the shape. If there are no lines of symmetry, click None.  **Example Stem 2:** Use the Add Arrow tool to draw **all** the lines of symmetry for the shape. If there are no lines of symmetry, click None.  **Example Stem 3:** Use the Add Arrow tool to draw **all** the lines of symmetry for the shape. If there are no lines of symmetry, click None.  **Rubric:** (1 point) The student correctly draws all lines of symmetry with no incorrect lines, or correctly selects None (e.g., as shown below).  ;  (None is selected);  **Response Type:** Graphing and Hot Spot

Task Model 3c

Response Type: Matching Tables

DOK Level 2

4.G.A.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.

Evidence Required:
3. The student identifies and draws lines of symmetry in line-symmetric figures, and distinguishes line-symmetric figures from line-asymmetric figures.

Tools: None

Prompt Features: The student is prompted to identify figures that have line-symmetry and figures that do not have line symmetry.

Stimulus Guidelines:

- Item difficulty can be adjusted via these example methods:
  - Convex vs. concave shapes
  - Shapes in a standard orientation vs. a non-standard orientation
  - Regular and irregular shapes

TM3c
Stimulus: The student is presented with three two-dimensional geometric figures.

Example Stem: Determine the number of lines of symmetry for each shape. Click in the box that matches the shape to the correct number of lines of symmetry.

	None	Exactly 1	Exactly 2	Exactly 3	More than 3
 Rectangle					
 Triangle					
 Circle					

Rubric: (1 point) The student correctly identifies the number of lines of symmetry in each shape (e.g., Exactly 2, None, More than 3).

Response Type: Matching Tables