

Task Model 1a	Prompt Features: The student is prompted to identify a point,				
	line, line segment, or ray.				
Response Type:					
Hot Spot	Stimulus Guidelines:				
•	• Item difficulty can be adjusted via these example				
DOK Level 1	methods:				
4.G.A.1	 The indicated element 				
Draw points lines line					
segments rays angles	TM1a				
(right acute obtuse)	Stimulue: The student is presented with a two-dimensional				
and perpendicular and	acometric figure				
parallel lines. Identify	geometric righte.				
paraller lines. Identity					
figuros					
ligures.	J K				
Evidence Pequired					
1 The student draws					
noints lines line					
cogmonte rave and					
segments, rays, and					
these in two dimensional					
figures.					
Iools: None	M/				
Accessibility Note:					
Hot spot items are not	Rubric: (1 point) The student selects the correct element (e.g.,				
currently able to be	line segment <i>ML</i>).				
Brailled. Minimize the					
number of items	Response Type: Hot Spot				
developed to this TM.					



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



Task Model 2a	Prompt Features: The student is prompted to match figures to a description based on the presence or absence of angles of a					
Response Type:	specified size (right, acute, or obtuse) and/or the presence or					
Matching Tables	absence of parallel or perpendicular sides.					
DOK Level 2	Stimulus Guidelines:					
4 6 4 3	Item uniculty can be aujusted via these example methods:					
4.G.A.Z						
figures based on the	 Convex vs. concave snapes Change in a standard evice tables 					
	 Snapes in a standard orientation vs. a non- standard orientation. 					
presence of absence of	5 • V	Vhothor the new	no of the chang is	aivon		
lines or the process or	0 V	Whether the ch	nie of the shape is t	given		
absonce of angles of a	• Whether the shape is drawn on a grid					
absence of angles of a	TM2-					
right triangles as a	Stimulue: The	ctudent is pres	ontod with drawing	as of two-		
category and identify	dimensional de	ometric figures	and three categori	as based on the		
right triangles	nresence or abo	sence of angles	of a specified size	(right acute		
fight thangles.	or obtuse) and	or the presence	o or absence of par	allel or		
Evidence Required:	nernendicular s	idee				
2 The student classifies		lucs.				
two-dimensional figures	Example Stem	• Click in the h	ox that matches ea	ach figure with		
based on the presence or	its description.	Fach figure ma	v be matched to m	ore than one		
absence of	description.		,			
parallel/perpendicular	Has one or	Has one or				
line segments and angles		Has one or	more pairs of	more pairs		
of a specified size,		more right	perpendicular	of parallel		
including identifying right		angles	sides	sides		
triangles.						
-						
Tools: None	Rectangle					
	\sim					
	Rhombus					
	$ \rangle \rangle$					
	Parallelogram					
	Rubric: (1 poir	t) The student	correctly classifies	the given		
	figures (e.g., R	ectangle: Right	, Perpendicular, Pa	rallel;		
	Rhombus: Parallel; Parallelogram: Parallel).					
	Response Typ	e: Matching Ta	bles			



Grade 4 Mathematics Item Specification C1 TL Task Model 2b Prompt Features: The student is prompted to generate a twodimensional figure that meets the requirements of a particular classification schema involving the presence or absence of **Response Type:** angles of a specified size (right, acute, or obtuse) and/or Graphing perpendicular or parallel sides. **DOK Level 2** Stimulus Guidelines: 4.G.A.2 • Item difficulty will be adjusted via these example Classify two-dimensional methods: figures based on the Whether the shapes drawn have horizontal or 0 presence or absence of non-horizontal bases parallel or perpendicular • How many "normal" ways there are to draw a lines, or the presence or shape that matches the empty box description absence of angles of a TM2b specified size. Recognize right triangles as a **Stimulus:** The student is presented with a classification schema category, and identify involving the presence or absence of angles of a specified size right triangles. (right, acute, or obtuse) and/or perpendicular or parallel sides. **Evidence Required: Example Stem:** This chart shows one way to classify 2. The student classifies quadrilaterals. Use the Connect Line tool to draw a quadrilateral two-dimensional figures that belongs in the box labeled "Has Exactly One Right Angle." based on the presence or absence of Quadrilaterals parallel/perpendicular line segments and angles of a specified size, including identifying right Has Exactly Has Exactly Has Exactly triangles. One Right Two Right Four Right Tools: None Angle Angles Angles **Accessibility Note:** Graphing items are not currently able to be Brailled. Minimize the number of items developed to this TM. Rubric: (1 point) The student constructs a shape that meets the requirements of a classification schema (e.g., a guadrilateral with exactly one right angle). **Response Type:** Graphing



Task Model 2c	Prompt Features: The student is prompted to identify right				
	triangles.				
Response Type:					
Matching Tables	Stimulus Guidelines:				
DOK Level 1	 Triangles that are considered "not right" cannot use angles within 80-100 degrees. The correct answer(s) will show isosceles or scalene right 				
4.G.A.2	triangles at any rotation.				
Classify two-dimensional figures based on the presence or absence of parallel or perpendicular	• Item • TM2c	difficulty can be adjuste The orientation of the	d via this triangles	s examp s' legs/h	le method: ypotenuse
lines, or the presence or	Stimulus:	The student is presented	with thre	ee trian	gles.
absence of angles of a		·			
specified size. Recognize right triangles as a category, and identify	Example Stem: Decide whether the shape appears to be a right triangle. Select Yes or No for each triangle.				
right triangles.			Yes	No	
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,		\triangle			
including identifying right triangles.					
Tools: None					J
	Rubric: (1 as right tria	point) The student correc ngles or not right triangle	ctly ident es (e.g.,	ifies thr Y, N, N)	ee triangles).

Response Type: Matching Tables



Task Model 3a Prompt Features: The student is prompted to identify lines of symmetry in line-symmetric figures. **Response Type: Matching Tables** Stimulus Guidelines: • Item difficulty can be adjusted via these example **DOK Level 1** methods: • "Basic" vs. "non-basic" shapes 4.G.A.3 • Convex vs. concave shapes Recognize a line of o Shapes in a standard orientation vs. a nonsymmetry for a twostandard orientation dimensional figure as a line across the figure TM3a such that the figure can **Stimulus:** The student is presented with three shapes, each be folded along the line with a line drawn through it. into matching parts. Identify line-symmetric **Example Stem:** Decide whether the line appears to be a line of figures and draw lines of symmetry for the shape. Select Yes or No for each shape. symmetry. Yes No **Evidence Required:** 3. The student identifies and draws lines of symmetry in linesymmetric figures, and distinguishes linesymmetric figures from line-asymmetric figures. Tools: None **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 3c	Drompt Eo					-
	Prompt Features: The student is prompted to identify figures that have line-symmetry and figures that do not have line					
Response Type: Matching Tables	symmetry.		,	J		
j	Stimulus G	Guideline	s:			
DOK Level 2	 Item difficulty can be adjusted via these example 					
4.G.A.3	 Convex vs. concave shapes 					
Recognize a line of	 Shapes in a standard orientation vs. a non- standard orientation 					
dimensional figure as a	standard orientation					
line across the figure		, negule		, a.a. oap co		
such that the figure can	TM3c	The stude	nt is proce	ntad with th	roo two dir	moncional
into matching parts.	Stimulus: The student is presented with three two-dimensional acometric figures.					TIELISIONAL
Identify line-symmetric	5					
figures and draw lines of	e number of	lines of syn	nmetry for			
Symmetry.	correct number of lines of symmetry.					Jule
Evidence Required:			,			
3. The student identifies		Neve	Exactly	Exactly	Exactly	More
symmetry in line-		None	1	2	3	than 3
symmetric figures, and						
distinguishes line-						
line-asymmetric figures.	Rectangle					
Tools: None						
	Triangle					
	Circle					
	Rubric: (1 lines of sym than 3). Response	point) Th imetry in Type: Ma	e student o each shap atching Tab	correctly ide e (e.g., Exa ples	ntifies the r ctly 2, None	number of e, More