

Measuring Angles Assessment

Use the following summary to assess a student's abilities and performance throughout the lesson. Share this assessment with students at the start of the lesson so that students will understand how they will be assessed prior to beginning the Exploring and Learning section. The tool can be used as a basis for providing feedback to students. Use the scale below to score each of the following items:

Making Connections:

_____ Student participates in discussion by offering answers to one or more of the questions asked by the teacher.

Exploring and Learning

_____ Student works with partner to identify and list examples of angles found inside and outside the school.

_____ Student participates in discussion sharing angle examples.

_____ Student participates in discussion identifying some major features of a protractor.

_____ Student works with partner using a protractor to measure and identify angles as right, acute, and obtuse angles in problem #1 of the worksheet.

_____ Student solves additional angle problems and understands concepts regarding angle measurements in problems #2-5 of the worksheet.

_____ Student creates angles using toothpicks to build two-dimensional models representing right, acute, and obtuse angles.

SCALE

4 – Excellent

Student completes the activity, task or assignment with no errors and demonstrates mastery of concepts and/or lesson objectives.

3 – Good

Student completes the activity, task, or assignment with few major errors and demonstrates an understanding of the concepts and/or lesson objectives.

2 – Fair

Student completes the activity, task, or assignment with some major errors and demonstrates difficulty with the concepts and lesson objectives.

1 – Poor

Student does not complete the activity, task, or assignment and demonstrates no understanding of the concepts and/or lesson objectives.