



TOOL // Grade 4 Area and Perimeter Assessment Task

What is it used for?

The task and rubric provide the teacher with assessment of learning data related to student understanding of area and perimeter expectations.

How do you use it?

After a teaching/learning cycle on area and perimeter each student is given the task and the rubric. The teacher goes over the rubric ensuring students are clear on what will be looked for. They are provided with grid paper and wide variety of math manipulatives related to area and perimeter. Students complete the task, hand in and the teacher uses the rubric for assessment of learning data and to provide feedback to students. The teacher may decide based on the data whether some students need re-teaching or more practice.

Grade 4 Area and Perimeter Assessment



It is party time and you are in charge of designing the layout of the party room! You need to include: an air hockey table, a craft table, and a food table.

The air hockey table has an area of 8 square units and a perimeter of 12 units.

The craft table has an area of 9 square units and a perimeter of 20 units.

The food table has an area of 25 square units and a perimeter of 20 units.

Use the cm. grid paper to draw out the layout of the room. Make sure you label each table and show its area and perimeter beside it using the formulas.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding facts, terms, procedural skills	Applies knowledge of area and perimeter procedural skills with several major errors	Applies knowledge of area and perimeter procedural skills with several minor errors or omissions	Applies knowledge of area and perimeter procedural skills, with few minor errors or omissions	Applies knowledge of area and perimeter procedural skills, with rarely any errors or omissions
Thinking understands the problem, makes a plan (chooses a strategy) carries out the plan, looks back	Limited understanding what the problem is asking choosing a strategy, may not be appropriate attempts with limited accuracy to carry it through to a solution	Somewhat understands what the problem is asking Chooses a somewhat appropriate strategy and sometimes carries it through to an accurate solution	Generally, understands what the problem is asking chooses an appropriate strategy and carries it through to a number of accurate solutions	Clearly understands what the problem is asking chooses an effective strategy and consistently carrying it through to a variety of accurate solutions
Communication expresses mathematical ideas visually and in writing using numbers, symbols, diagrams and words	communicates mathematical thinking with limited effectiveness with little evidence of organization, uses conventions, vocabulary and terminology with limited effectiveness to convey mathematical information	communicates mathematical thinking with some effectiveness with some degree of organization, uses conventions, vocabulary and terminology with some effectiveness to convey basic mathematical information	communicates mathematical thinking with considerable effectiveness with appropriate degree of organization, clarity, uses conventions, vocabulary and terminology with considerable effectiveness to convey mathematical information	communicates mathematical thinking effectively with a high degree of organization, clarity uses conventions, vocabulary and terminology effectively to convey mathematical information
Application	Limited transfer of skills to new context	Simply transfers some basic skills to new context	Generally, transfers skills to a new context	Effectively transfers skills to a new context