

Which of the following lists the angles shown above in order of measure from smallest to largest?

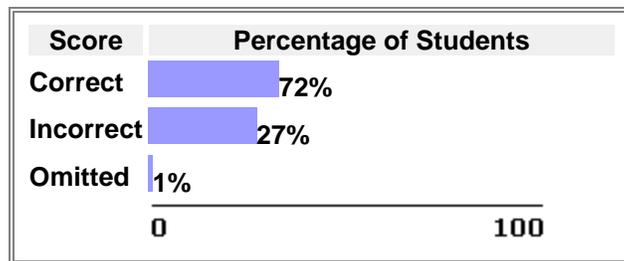
- A) 1, 2, 3, 4
- B) 2, 3, 4, 1
- C) 3, 2, 1, 4
- D) 3, 1, 4, 2
- E) 4, 2, 1, 3

Key

Which of the following lists the angles shown above in order of measure from smallest to largest?

- A) 1, 2, 3, 4
- B) 2, 3, 4, 1
- C) 3, 2, 1, 4
- D) 3, 1, 4, 2
- E) 4, 2, 1, 3

2005 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

Mathematical Content Area: *Measurement* (Sub content classification:)
Mathematical Complexity: *Low Complexity*

Mathematical Content Area

Measurement

This content area focuses on students' understanding of measurement attributes such as capacity, weight/mass, time, and temperature as well as the geometric attributes of length, area, and volume. Students may be asked to select appropriate units and tools for measuring, to measure length with a ruler (for grades 4, 8, and 12), to measure angles with a protractor (for grades 8 and 12), and to solve application problems related to units of measurement. At grade 4, the focus is on length, including perimeter, distance, and height. At grades 8 and 12, students are also expected to understand and demonstrate knowledge of volume and surface area. Knowledge of both customary and metric units is expected. Students may be asked to solve problems that require conversions between (with conversion factors given) or within systems of measurement.

Mathematical Complexity

Low Complexity

This category relies heavily on the recall and recognition of previously learned concepts and principles. Items typically specify what the student is to do, which is often to carry out some procedure that can be performed mechanically. It is not left to the student to come up with an original method or solution.

Description	Grade	Type	Difficulty
List angle measures from smallest to largest	8th	Multiple Choice	Easy