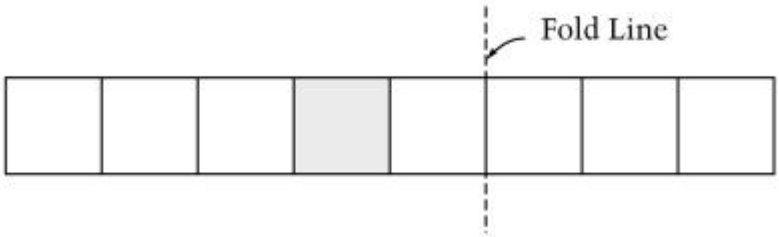
The following question refers to the additional materials you have been given. Please remove the materials from your packet and put them on your desk.

You may use the paper strip from your packet.

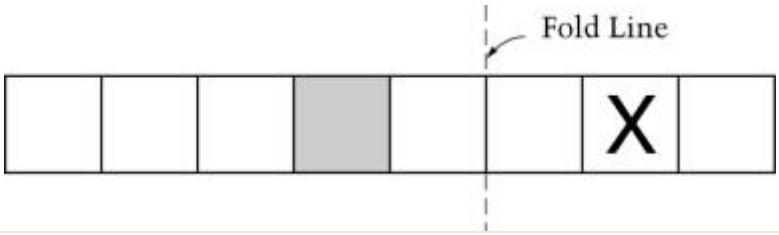
Place an X in one of the squares below so that if the paper strip were folded along the dotted fold line shown, the square with the X could cover the shaded square.

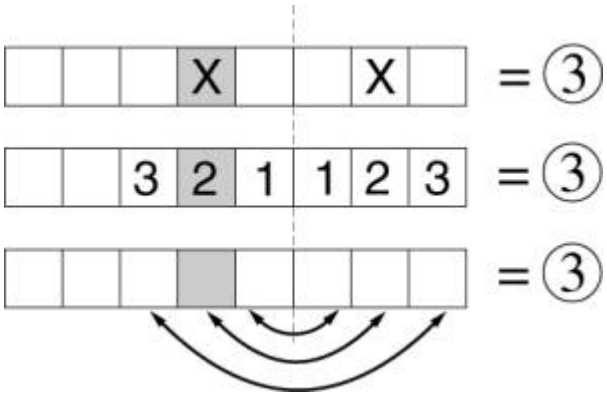
Show your answer on the strip below.



Scoring Guide

Solution:



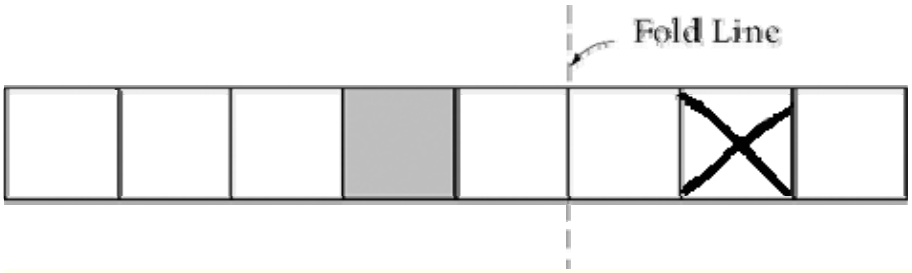
Score & Description
Correct    Correct response
Partial Puts "X" to the right of the fold line, but not in the correct box.
Incorrect Incorrect response (i.e., "X" on the fold line).

Correct - Student Response

You may use the paper strip from your packet.

Place an X in one of the squares below so that if the paper strip were folded along the dotted fold line shown, the square with the X could cover the shaded square.

Show your answer on the strip below.



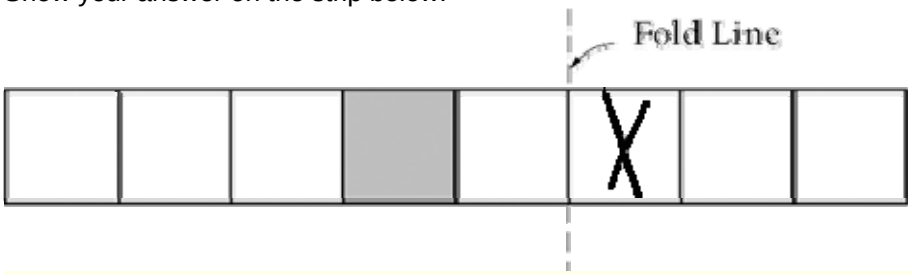
Scorer Comments:
This response received full credit because the student correctly marked the square that would match up with the shaded square when folded.

Partial - Student Response

You may use the paper strip from your packet.

Place an X in one of the squares below so that if the paper strip were folded along the dotted fold line shown, the square with the X could cover the shaded square.

Show your answer on the strip below.



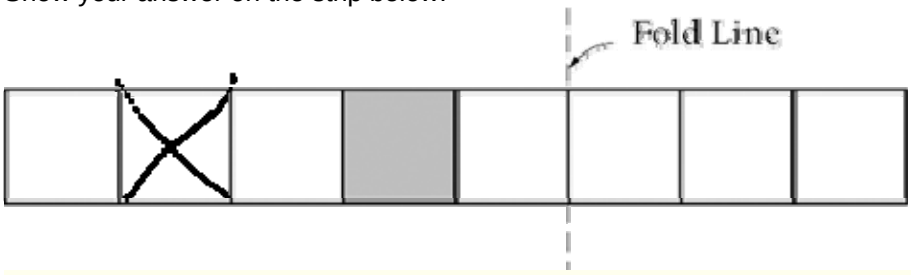
Scorer Comments:
This response received partial credit because the student marked the strip of paper to the right of the fold line, but not in the correct box.

Incorrect - Student Response

You may use the paper strip from your packet.

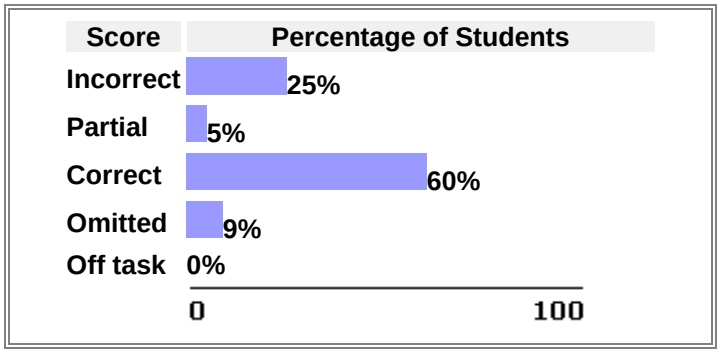
Place an X in one of the squares below so that if the paper strip were folded along the dotted fold line shown, the square with the X could cover the shaded square.

Show your answer on the strip below.



Scorer Comments:
This response received no credit because the mark is to the left of the fold line.

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: *Geometry* (Sub content classification:)
Mathematical Complexity: *Low Complexity*

Mathematical Content Area

Geometry

This content area focuses on identification of geometric shapes into transformations and combinations of those shapes. By grade 4, students are expected to be familiar with simple plane figures such as lines, circles, triangles, and rectangles, as well as solid figures such as cubes, spheres, and cylinders. They are also expected to be able to recognize examples of parallel and perpendicular lines. As students move to middle school and beyond, increased understanding should deepen of two- and three-dimensional figures, especially parallelism, perpendicularity, angle relations in polygons, congruence, similarity, and the Pythagorean theorem. Students at all grades are expected to show knowledge of symmetry and transformations of shapes and to identify images resulting from flips, rotations, or turns. Justifications and reasoning in both formal and informal settings are expected at grades 8 and 12.

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
Mark a piece of paper to satisfy a given condition	8th	Short Constructed Response	Easy