Content Area: Mathematics

Course: __Geometry_

Strand: Geometric and Spatial Relationships Missouri CLI				
Power Sta parallel ar	andarc nd per	d: I will solve problems related to angle measure and equations of pendicular lines.		
Kid-Friend	lly Ob	jective: I will prove relationships using angle measures.		
Score	In addition to Score 3.0, in-depth inferences or applications that go beyond what was			
4.0	taug	taught. For example, the student may:		
	*wri	ite a two-column proof to prove lines are parallel.		
	3.5	In addition to 3.0 performance, in-depth inferences and applications with p	artial success.	
Score	The student will:			
3.0	*given a diagram, justify whether or not two lines cut by a transversal are parallel.			
	The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).			
	2.5	No major errors or gaps in 2.0 content and partial knowledge in 3.0 c	ontent	
Score	The student will:			
2.0	*giv	en a diagram, give a reason to justify a statement.		
	The student exhibits no major errors or gaps in the simpler details and processes.			
	1.5	Partial understanding of the 2.0 content and some of the 3.0 conten	t.	
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.			
	0.5	With help, a partial understanding of the 2.0 content and none of the content.	2 3.0	
Score o.o	Even with help, no understanding or skill demonstrated.			

5/23/2012 3:09:59 PM

4.0 Example Assessment Items



3.0 Example Assessment Items

Is it possible to prove that lines a and b are parallel? If so, state the postulate or theorem that justifies your answer.



2.0 Example Assessment Items

Give a reason to justify each statement.

- a) Given: r ll s Conclusion: <12≅<14
- b) Given: r II s
 Conclusion: <8 and <9 are supplementary
- c) Given: r || s
 Conclusion: <8 ≅ <12

