Honors Geometry – 1st Quarter Assessment Grades   Name:

Key: CO – Congruence   GPE – Expressing Geometric Properties with Equations
*Most recent grade entered in Powerschool. Two consecutive scores of 3 or higher required. Each standard is*
assessed in class at least twice. Re-taking an assessment requires proof of completed homework. Full standards
on web at: http://j.mp/tenngeometry

<u>CO-A1a: Point/Lines/Planes:</u> I know precise definition of line segment, based on the undefined notions of point, line, and distance along a line.
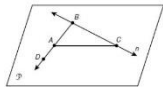
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<u>CO-A1b: Types of Lines:</u> I know the precise definitions of parallel and perpendicular lines based on the undefined notions of point, line, and distance along a line.
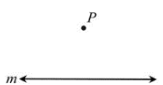
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<u>CO-A1c: Angles and Circles:</u> I know precise definitions of angles and circles, based on the undefined notions of point, line, and distance along a line, and distance around a circular arc.
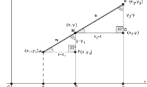

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<u>CO-D12a: Constructions 1:</u> I can make formal geometric constructions including: copying segment and angle, midpoint, perpendicular bisector, and angle bisector.
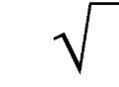

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<u>GPE-B6a: Partitioning a Segment:</u> I can find the point on a directed line segment between two given points that partitions the segment in a given ratio.
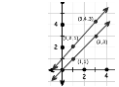

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<u>GPE-B7a: Distance Formula:</u> I can use coordinates to compute perimeters of polygons and areas of triangles and rectangles using the distance formula.

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<u>GPE-B5a: Slopes:</u> I can prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
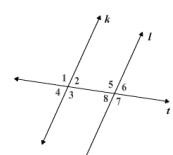

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<u>CO-C9a: Basics of Proof</u>: I can prove theorems about lines and angles, ex: vertical angles are congruent.

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<u>CO-C9b: Line Proofs</u>: I can prove theorems about lines and angles. Theorems include: when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

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<u>CO-A2a: Performing Transformations</u>: I can represent transformations in the plane using compass and straight edge, tracing paper, and geometry software; I can describe transformations as functions that take points in the plane as inputs and give other points as outputs. I can compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
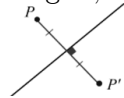
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<u>CO-A3a: Symmetry</u>: Given a rectangle, parallelogram, trapezoid, or regular polygon, I can describe the rotations and reflections that carry it onto itself.
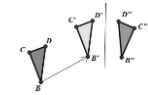
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<u>CO-A4a: Types of Transformations</u>: I can develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
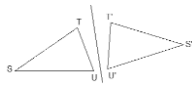
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<u>CO-A5a: Sequences of Transformations</u>: Given a geometric figure and a rotation, reflection, or translation, I can draw the transformed figure. I can specify a sequence of transformations that will carry a given figure onto another.
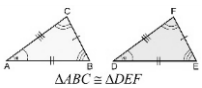
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<u>CO-B6a: Predictions and Congruence</u>: I can use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, I can use the definition of congruence in terms of rigid motions to decide if they are congruent.
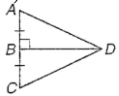
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<u>CO-B7a: Congruent Triangles</u>: I can use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
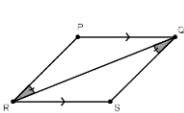
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<u>CO-B8a: Congruence Criteria</u>: I can explain how the criteria for triangle congruence (ASA, SAS, SSS, and AAS) follow from the definition of congruence in terms of rigid motions.

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<u>SRT-B5a: Proving Triangles Congruent</u>: I can use congruence criteria for triangles to solve problems and to prove relationships in geometric figures.

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Score conversion:

Score	Grade in PS
4: Advanced (Complete understanding of the concept. Can apply this concept to situations beyond what is expected.)	96
3: Proficient (Understanding of the concept possibly with minor errors.)	86
2: Basic (Some understanding of the concept with major errors. Needs to remediate this concept.)	66
1: Below Basic (Does not have an understanding of this concept. Intense remediation is necessary.)	50
0: No attempt was made.	0

If a student scores a 4 on their first two assessments, s/he will receive a 5 (or 100) for that standard.