

CHAPTER
4
Cumulative Test

Choose the best answer.

1. Which list shows all the segments on $\overline{AC}$ that contain the point B ?



- A $\overline{AC}$
 B $\overline{AB}, \overline{BC}, \overline{BD}$
 C $\overline{AB}, \overline{AC}, \overline{AD}, \overline{BC}, \overline{BD}$
 D $\overline{AB}, \overline{AC}, \overline{AD}, \overline{BC}, \overline{BD}, \overline{CD}$
2. M is between R and S . If $RM = 21$, $RS = 15x - 3$, and $MS = 9x + 12$, what is RS ?
- F 12 H 87
 G 66 J 147
3. K is the midpoint of $\overline{VW}$. If $KV = 3x$ and $KW = 5x - 10$, what is VW ?
- A 7.5 C 22.5
 B 15 D 30
4. Which is an obtuse angle?



- F $\angle PQR$ H $\angle R$
 G $\angle PSQ$ J $\angle P$
5. Which angle is supplementary to $\angle RLK$?



- A $\angle RLQ$ C $\angle RLM$
 B $\angle RLP$ D $\angle PLM$

6. Two vertical angles are also complementary. What is the measure of one of the two vertical angles?
- F 90° H 45°
 G 50° J 25°
7. The area of a square is 16 square units. What is the perimeter?
- A 4 units C 16 units
 B 8 units D 32 units
8. The midpoint of a segment is $(-8, 5)$. If one endpoint is $(0, 1)$, what is the other endpoint?
- F $(-16, 9)$ H $(-4, 2)$
 G $(8, -3)$ J $(-4, 3)$
9. To the nearest tenth, what is the distance between $(7, -4)$ and $(-3, -1)$?
- A 5 C 20.5
 B 10.4 D 54.5
10. Which coordinate pair represents the image of $(9, 10)$ reflected over the x -axis?
- F $(9, -10)$ H $(-9, -10)$
 G $(-9, 10)$ J $(10, 9)$
11. What is the next figure in the pattern?
-
- A C
 B D
12. For which statement is the converse false?
- F If Mary can swim, then she can swim the crawl.
 G If it is raining outside, then the temperature is above freezing.
 H If Greg has two children, then he has one son and one daughter.
 J If Carolyn can stand up, then she can walk.

Geometry Cumulative Assessment Answers

Katrin Zwirgmaier



Geometry Cumulative Assessment Answers:

Using the Standards - Problem Solving, Grade 6, 2012-10-22 Empower students to build new mathematical knowledge solve problems in context apply and adapt appropriate strategies and reflect on the problem solving process with these reproducible worksheets The content in this book supports and is divided by the NCTM content standards number and operations algebra geometry measurement and data analysis and probability Timesaving teaching aids such as skill checks and cumulative tests are included along with an NCTM correlation chart pretests answer key and vocabulary cards

Mathematics Today-3 S.K. Gupta & Anubhuti Gangal, The ebook version does not contain CD **Prentice Hall Middle Grades Math: Course 1**, 1999 **Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5** University of Chicago. School Mathematics Project, 2007 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

Houghton Mifflin Math Central: Student text, 1998 **HRW Algebra One Interactions**, 2001 **A Preliminary Report of National Estimates from the National Assessment of Educational Progress 1992 Mathematics Assessment**, 1993 Technical Report of the NAEP 1996 State Assessment Program in Mathematics Nancy L. Allen, 1997 The purpose of this report is to provide technical information about the 1996 State Assessment in Mathematics It provides a description of the design for the State Assessment and gives an overview of the steps involved in the implementation of the program from the planning stages through to the analysis and reporting of the data The report describes in detail the development of the cognitive and background questions the field procedures the creation of the database and data products for analysis and the methods and procedures used for sampling analysis and reporting It does not provide the results of the assessment rather it provides information on how those results were derived Chapters include 1 Overview The Design Implementation and Analysis of the 1996 State Assessment Program in Mathematics 2 Developing the Mathematics Objectives Cognitive Items Background Questions and Assessment Instruments 3 Sample Design and Selection 4 State and School Cooperation and Field Administration 5 Processing and Scoring Assessment Materials 6 Creation of the Database Quality Control of Data Entry and Creation of the Database Products 7 Weighting Procedures and Variance Estimation 8 Theoretical Background and Philosophy of National Assessment Educational Progress NAEP Scaling Procedures 9 Data Analysis and Scaling for the 1996 State Assessment Program in Mathematics and 10 Conventions Used in Reporting the Results of the 1996 State Assessment Program in Mathematics Appendices include Participants in the Objectives and Item Development Process Summary of Participation Rates Conditioning Variables and Contrast Codings IRT Item Response Theory Parameters for Mathematics Items State Assessment Program Reporting Subgroups Composite and Derived Common Background Variables and Composite and Derived Reporting Variables Setting the NAEP Achievement Levels for the 1996

State Assessment in Mathematics Correction of the NAEP Program Documentation Error in the 1992 State Mathematics Results The Information Weighting Error and Sample Design and Selection Tables Contains 78 references ASK **Algebra**
2 Robert Gerver, South-Western Educational Publishing, 1998 *Algebra 1* Robert Gerver, Richard Sgroi, Claudia Carter, Mary Hansen, 1997-03

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