

CHAPTER 3 GROUP REVIEW

1. Lines that are in different planes are SKEW.

2. The POINT-SLOPE form of a line is used to write an equation of a line with a given slope that passes through a given point.

3. Identify each of the following:

a) a pair of skew segments

for example: $\overline{AD}$ & $\overline{BC}$

b) a pair of perpendicular segments

for example: $\overline{DE} \perp \overline{EF}$



4. Identify the transversal and classify each angle pair.

a) angles 5 and 2

TRANSVERSAL: $\angle$

ALT. INT. $\angle$ s

b) angles 2 and 4

TRANSVERSAL: $\angle$

SAME-SIDE INT. $\angle$ s



5. Find each angle measure. Name the theorem or postulate you used to set up an equation.

a) $m\angle WYZ$



90° SAME-SIDE INT. $\angle$ s THM.

b) $m\angle DEF$



$$33x + 35 = 26x + 49 \rightarrow \text{ALT. EXT. } \angle \text{S THM.}$$

$$7x = 14$$

$$x = 2$$

$$26(2) + 49$$

$$52 + 49$$

$$101^\circ$$

$$180 - 101 \rightarrow \text{LINEAR PAIR}$$

$$m\angle DEF = 79^\circ$$

6. Use the given information and theorems or postulates you have learned to show that $c \parallel d$.

a) $m\angle 4 = 58^\circ$, $m\angle 6 = 58^\circ$

$$m\angle 4 = m\angle 6$$

$c \parallel d$ CONV. ALT.

INT. $\angle$ s THM.

b) $m\angle 6 = (12x + 6)^\circ$, $m\angle 3 = (21x + 9)^\circ$, $x = 5$

$$m\angle 6 = 12(5) + 6$$

$$= 60 + 6$$

$$= 66^\circ$$

$$m\angle 3 = 21(5) + 9$$

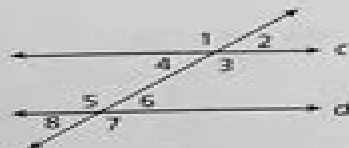
$$= 105 + 9$$

$$= 114^\circ$$

$$66^\circ + 114^\circ = 180^\circ$$

$$m\angle 6 + m\angle 3 = 180^\circ$$

$c \parallel d$ CONV. SAME-SIDE INT. $\angle$ s THM.



7. Name the shortest segment from point K to $\overline{LN}$. Write an inequality and solve for x.

SHORTEST $\overline{KM}$

$$x - 5 < 8$$

$$x < 13$$



Geometry Chapter 3 Performance Tasks

F. J. Thiessen, D. N. Dales



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Penny, Belita Gordon, 2008-10-10 A comprehensive resource for assessment practitioners this book provides step by step guidance for developing administering scoring and validating a range of performance tasks including literacy and other types of proficiency assessments The authors explore how to establish the purpose of the assessment and how to develop scoring tools train raters reduce rater bias review scores and report results and use item level and test level analyses to optimize reliability and validity Clearly written and well organized the book includes many practical examples and accessible explanations of concepts and statistical procedures It encompasses the breadth of applications of performance assessment

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Automotive Principles and Service F. J. Thiessen,D. N. Dales,1984 **Publication - National Academy of Sciences-National Research Council** ,1961

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