

U5S1/U5S2: I can prove and identify theorems about perpendicular bisectors and angle bisectors.

1. $\overline{BX}$ is the perpendicular bisector of $\overline{AC}$. What is the value of n ?

A. 0
B. $\frac{1}{4}$
C. 4
D. Not here



2. What information is sufficient to allow you to conclude that Y is on the bisector of $\angle E$?

A. $m\angle 1 = 90^\circ$
B. $m\angle 2 = 90^\circ$
C. $m\angle 1 = 90^\circ$ and $m\angle 2 = 90^\circ$
D. $m\angle FYE = m\angle DYE = 90^\circ$



3. Point Z is the circumcenter of $\triangle TUV$. What is the value of UV ?

F. 33.75
H. 50
G. 45
J. Not here



4. X is the in-center of $\triangle NPQ$. What MUST be true?

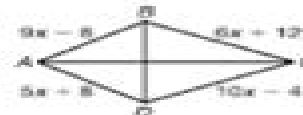
A. $KN = KP$
B. $XN = QX$
C. $XM = PX$
D. $NM = QL$



U5S3: I can prove and apply properties of perpendicular bisectors and angle bisectors.

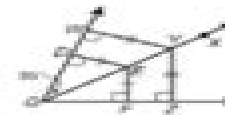
5. $\overline{AC}$ is the perpendicular bisector of $\overline{BD}$. What is the value of x ?

A. 2.4
B. 4
C. $6\frac{2}{3}$
D. Not here



6. What is $m\angle XYZ$?

A. 70°
B. 125°
C. 145°
D. Not here



7. What is the distance from X to $\overline{ON}$?

A. 8
B. 12.8
C. 11
D. 12



8. $\overline{JK}$ has endpoints $J(1, 3)$ and $K(3, 5)$. The intersection of $\overline{JK}$ and its perpendicular bisector is $(2, 4)$. Which is the equation for the perpendicular bisector of $\overline{JK}$?

A. $y - 4 = 1(x - 2)$
B. $y - 4 = -1(x - 2)$
C. $y - 5 = -1(x - 3)$
D. $y - 5 = 1(x - 3)$

Geometry Unit Assessment Answers

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Geometry Unit Assessment Answers:

Mathematics Assessment and Intervention in a PLC at Work®, Second Edition Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera, 2023-06-27 This second edition book from the Every Student Can Learn Mathematics series guides you and your collaborative teams in building student and collective teacher efficacy through the formative use of common assessments Discover how you can work interdependently to design high quality assessments calibrate scoring of student work and analyze data to enhance instructional practices and sustain effective Tier 2 learning experiences for students New and enhanced protocols and examples provide practical tools and models for immediate implementation Improve your mathematics collaborative team assessment processes using the four critical questions of a PLC at Work along with an RTI or MTSS focus on effective Tier 2 interventions This book will help K 12 mathematics teachers and teacher teams Learn the criteria for the formative use of all unit by unit common mathematics assessments Identify essential learning standards as drivers for common assessments and student reflection Design and use high quality common assessments and team scoring agreements Calibrate the scoring of student work for consistent formative feedback to students Engage in data protocols that analyze student work to enhance instructional practices identify students in need of targeted intervention or extension and create effective intervention learning experiences Determine how students can reflect and set goals using the formative feedback process based on common unit by unit assessments Design and implement an effective Tier 2 mathematics intervention program to support student learning Contents Preface Introduction Chapter 1 The Mathematics at Work Common Assessment Process Chapter 2 Quality Common Mathematics Assessments Chapter 3 Sample Common Mathematics Assessments and Calibration Routines Chapter 4 Teacher Actions in the Formative Assessment Process Chapter 5 Student Actions in the Formative Assessment Process Chapter 6 Team Response to Student Learning Using Tier 2 Mathematics Intervention Criteria Summary Epilogue Appendix References and Resources Index Resources in Education ,1992 **The Math Teacher's Toolbox** Bobson Wong, Larisa Bukalov, 2020-06-04 Math teachers will find the classroom tested lessons and strategies in this book to be accessible and easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Math Teacher s Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core math standards cover the underlying research required technology practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses Topics range from the

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Carol Anne Dwyer,2017-09-25 text This volume stems from the 2003 Educational Testing Service Invitational Conference that convened leading scholars and practitioners from education psychology economics statistics and public policy to discuss the important topic of measurement and accountability The chapters cover all significant aspects of the current accountability scene with careful but not exclusive attention to the No Child Left Behind act Written by nationally recognized scholars with a mandate to write in a non technical style this volume will appeal to anyone seriously interested in school reform and the educational accountability movement

Assessment and Student Success in a Differentiated Classroom

Carol A. Tomlinson,Tonya R. Moon,2013 A dynamic look at assessment and grading through the lens of differentiated instruction

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Geometry Unit Assessment Answers Book Review: Unveiling the Magic of Language

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