

GEOMETRY FINAL EXAM

Directions: Circle the best answer for each question.

1. Can you prove the triangles are congruent? If so, how?

- a. Yes, ASA
- b. Yes, AAS
- c. Yes, SAS
- d. No



2. Which transformation would map the regular hexagon to itself?

- a. rotate 60° about $(0, 0)$
- b. translate left 2, up 4
- c. reflect over $x=1$
- d. dilate by a factor of 2 centered at $(0, 0)$



3. Find the measure of the missing angle. It is NOT a central angle.

- a. 32.5°
- b. 10.5°
- c. 43°
- d. 65°



4. Solve for x .

- a. 16.5
- b. 19.5
- c. 7.5
- d. 4.5



5. Solve for the missing side.

- a. $x = 15.7$
- b. $x = 23.2$
- c. $x = 19.3$
- d. $x = 7.3$



6. Ben is 5.8 ft. tall and his shadow is 10 ft. long. At the same time of day, a 14 ft. tree casts a shadow. How long will the shadow be?

- a. 24.1 ft.
- b. 8.1 ft.
- c. 4.1 ft.
- d. 17.3 ft.

Geometry Second Semester Final Exam Study Guide

M Mosston



Geometry Second Semester Final Exam Study Guide:

Directory of Distance Learning Opportunities Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation , *Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy* United States Air Force Academy, **Interactive Collaborative Learning** Michael E. Auer,David Guralnick,James Uhomoibhi,2016-12-31 This book presents the proceedings of the 19th International Conference on Interactive Collaborative Learning held 21 23 September 2016 at Clayton Hotel in Belfast UK We are currently witnessing a significant transformation in the development of education The impact of globalisation on all areas of human life the exponential acceleration of developments in both technology and the global markets and the growing need for flexibility and agility are essential and challenging elements of this process that have to be addressed in general but especially in the context of engineering education To face these topical and very real challenges higher education is called upon to find innovative responses Since being founded in 1998 this conference has consistently been devoted to finding new approaches to learning with a focus on collaborative learning Today the ICL conferences have established themselves as a vital forum for the exchange of information on key trends and findings and of practical lessons learned while developing and testing elements of new technologies and pedagogies in learning **Indiana University Bulletin** ,1975 **Innovations in E-learning, Instruction Technology, Assessment and Engineering Education** Magued Iskander,2007-09-04 This book includes a set of rigorously reviewed world class manuscripts addressing and detailing state of the art research projects in the areas of Engineering Education Instructional Technology Assessment and E learning The book presents selected papers form the conference proceedings of the International Conference on Engineering Education Instructional Technology Assessment and E learning EIAE 2006 All aspects of the conference were managed on line *The National Guide to Educational Credit for Training Programs* American Council on Education,2005 Highlights over 6 000 educational programs offered by business labor unions schools training suppliers professional and voluntary associations and government agencies *The Mathematics Teacher* ,2005 **Resources in Education** ,1998 Computing with Mathematica Margret H. Hoft,Hartmut F.W. Hoft,2002-11-06 Computing with Mathematica Second Edition is engaging and interactive It is designed to teach readers how to use Mathematica efficiently for solving problems arising in fields such as mathematics computer

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Effects of Tutorial and Animated Media Instructional Strategies on Achievement and Retention of Secondary School Students in Computer Studies Dr. Anusiuba

Overcomer Ifeanyi Alex, Dr. Ashoka S. B., Paul, Roseline Uzoamaka, 2022-12-21 The study was led by six research questions and six hypotheses were examined at a significance level of 0.05 The quasi experimental design was used notably the non equivalent control group design for the pretest and posttest 4873 senior secondary school students in the Nnewi Education Zone of the state of Anambra make up the study s population In the study 273 percent of the population was used A sample of 133 Nnewi Education Zone SS2 computer science students was used The Computer Studies Department and one knowledgeable computer studies teacher from Nnewi Kudder Richardson Formula 20 was used to determine the instrument s reliability The CSAT was used as a pretest and posttest to gather data Three weeks following the post test the retention test was given The results demonstrated that a lesson followed by animated media education greatly improved students computer science performance When compared to the traditional approach only tutorials considerably increased students retention however this improvement was not significant when compared to animated media The study concluded that tutorials are successful at raising students achievement and retention The use of animated material in the classroom has been shown to improve student achievement

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