

Name: _____
 Geometry

Date: _____
 Band: _____

Unit 8: Polygons & Quadrilaterals Performance Tasks

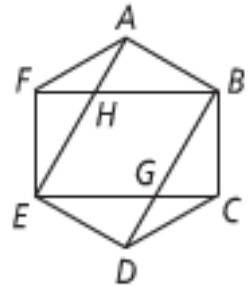
Instructions: Choose one performance task. Write all your work on a separate clean piece of paper and attach it to this page.

Big Idea: Measurement and Reasoning and Proof

You can find the interior angle measures in a regular polygon and then use what you know about triangles and special quadrilaterals to analyze complex figures.

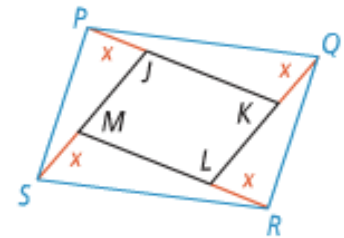
Performance Task 1

$ABCDEF$ is a regular hexagon. What is the most precise classification of quadrilateral $GBHE$? How do you know? What are the interior angle measures of $GBHE$?



Performance Task 2

$JKLM$ is a parallelogram. If you extend each side by a distance x , what kind of quadrilateral is $PQRS$? How do you know?

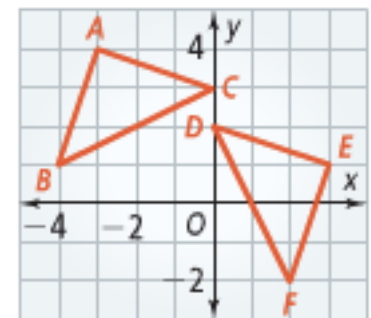


Big Idea: Coordinate Geometry and Reasoning and Proof

You can use coordinates and certain relationships between pairs of corresponding parts to prove triangles congruent in the coordinate plane.

Performance Task 3

What are two methods for proving the two triangles congruent? Use one of your methods along with coordinate geometry to prove that the two triangles are congruent.



Performance Task Assessment: Analytic Holistic Scoring

Developing Autonomy—The student

3	Persevered to complete the problem without help
2	Completed most of the problem without help
1	Needed key hints to complete the problem
0	Needed extensive guidance to work the problem

The Solution Process—The student's work showed

3	A complete and appropriate solution process
2	An appropriate solution process that is almost complete
1	An appropriate process that is partially complete
0	An inappropriate process or no evidence of a process

The Conclusion/Answer—The student's answer is an

3	Accurate conclusion, supported by valid evidence and reasons, appropriate to this problem and context
2	Inaccurate but logical conclusion, supported by evidence and reasoning but incorrect due to a minor factual error (in details of problem, in computation, recall a formula, etc.) or minor mistake in reasoning
1	Inaccurate but logical conclusion that overlooks, or gets wrong significant facts (about the problem, the rule, computation, etc.)
0	Inappropriate conclusion: not supported by facts and logic, or there is no conclusion

Teacher Comments: