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| **LG #** | **G03** | **Standards:** | **G-CO.3.9, G-CO.3.10, G-CO.3.11** |
| **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard.****The student will be able to:*** Prove triangles are congruent using properties of parallelograms.
* Prove a figure is a parallelogram using properties of congruent triangles.

**No major errors or omissions regarding the score 4.0 content.** |
| **3.5** | In addition to 3.0, in-depth inferences and applications with partial success. |
| **3.0** | **Students will be able to prove geometric theorems.****The student will be able to:*** [Prove theorems about lines (i.e. points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints). (G-CO.3.9)](http://www.cpalms.org/Public/PreviewResource/Preview/60313)
* Prove theorems about angles (i.e. [vertical angles are congruent](http://www.cpalms.org/Public/PreviewResource/Preview/56788); when a transversal crosses parallel lines, [alternate interior angles are congruent](http://www.cpalms.org/Public/PreviewResource/Preview/56789) and corresponding angles are congruent). (G-CO.3.9)
* Prove theorems about triangles (i.e. [measures of interior angles of a triangle sum to 180°](http://www.cpalms.org/Public/PreviewResource/Preview/60310); triangle inequality theorem; [base angles of isosceles triangles are congruent](http://www.cpalms.org/Public/PreviewResource/Preview/56830); [the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length](http://www.cpalms.org/Public/PreviewResource/Preview/57196); [the medians of a triangle meet at a point](http://www.cpalms.org/Public/PreviewResource/Preview/60439)). (G-CO.3.10)
* Prove theorems about parallelograms (i.e. [opposite sides are congruent](http://www.cpalms.org/Public/PreviewResource/Preview/60821), [opposite angles are congruent](http://www.cpalms.org/Public/PreviewResource/Preview/60824), [the diagonals of a parallelogram bisect each other](http://www.cpalms.org/Public/PreviewResource/Preview/60825), and conversely, [rectangles are parallelograms](http://www.cpalms.org/Public/PreviewResource/Preview/60826) with [congruent diagonals](http://www.cpalms.org/Public/PreviewResource/Preview/60827)). (G-CO.3.11)

**No major errors or omissions regarding the score 3.0 content (simple or complex).**  |
| **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content. |
| **2.0** | **The student recognizes and describes specific terminology such as:**

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| --- | --- | --- |
| * Theorems
 | * Lines
 | * Angles
 |
| * Vertical Angles
 | * Congruent
 | * Transversal
 |
| * Parallel Lines
 | * Alternate Interior Angles
 | * Corresponding Angles
 |
| * Perpendicular Bisector
* Endpoints
* Inequality
* Medians
* Diagonal
 | * Equidistant
* Triangle
* Base Angles
* Parallelograms
* Rectangle
 | * Segment
* Interior Angles
* Isosceles Triangle
* Opposite
* Converse
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**The student will be able to:*** Use theorems about lines and angles to solve problems. (G-CO.3.9)
* Analyze given diagrams to identify theorems and postulates that may be evident (i.e. vertical angles theorem, triangle exterior angle theorem, or opposite angles of a parallelogram are congruent). (G-CO.3.9, G-CO.3.10, G-CO.3.11)
* Use theorems about triangles to solve problems (i.e. measures of interior angles of a triangle sum to 180°; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point). (CO.3.10)
* Use theorems about parallelograms to solve problems. (i.e. opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals). (CO.3.11)
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| **1.5** | Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content. |
| **1.0** | With partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| **0.5** | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| **0.0** | Even with help, no understanding or skill is demonstrated |