



**Content Area: Math**

**Grade Level: HS Geometry**

**Reporting Measure:** Angles and Transversals of Parallel Lines

Level	Description
<b>Above &amp; Beyond (4.0)</b>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Use properties of parallel lines crossed by a transversal to solve problems in geometric figures (for example, when given the measure of one angle of a parallelogram, use the properties of parallel lines crossed by a transversal to find the measures of the remaining angles).</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, partial success at score 4.0 content
<b>Proficient (3.0)</b>	<p>The student will:</p> <p><b>ATPL1—Prove that opposite angles of intersecting lines are congruent</b> (for example, use supplementary angles to demonstrate that the opposite angles of intersecting lines are congruent).</p> <p><b>ATPL2—Prove that alternate interior angles are congruent</b> (for example, use supplementary angles and the congruency of corresponding angles to demonstrate that the alternate interior angles of parallel lines crossed by a transversal are congruent).</p>
<b>2.5</b>	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
<b>Getting There (2.0)</b>	<p><b>ATPL1</b>—The student will recognize or recall specific vocabulary (for example, <i>opposite angles</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• State that supplementary angles are angles that combine to form a straight line and whose sum is <math>180^\circ</math>.</li> <li>• Explain that the measure of an angle is equal to <math>180^\circ</math> minus the measure of its supplementary angle(s).</li> <li>• Identify opposite angles on a diagram.</li> </ul> <p><b>ATPL2</b>—The student will recognize or recall specific vocabulary (for example, <i>alternate interior angles, transversal</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• Identify the corresponding angles formed when a transversal crosses parallel lines.</li> <li>• Explain why corresponding angles of parallel lines crossed by transversals are congruent.</li> <li>• Identify alternate interior angles on a diagram.</li> </ul>
<b>1.5</b>	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
<b>Beginning (1.0)</b>	With help, partial success at score 2.0 content and score 3.0 content