

NCTM Content Standards Assessment Rubric



Geometry – Drill Sheets

Student's Name: _____ Assignment: _____ Level: _____

| | Level 1 | Level 2 | Level 3 | Level 4 |
|--|--|--|---|---|
| Understanding Numbers, Ways of Representing Numbers, Relationships Among Number Systems | <ul style="list-style-type: none"> Demonstrates a limited understanding of numbers, ways of representing numbers and relationships among number systems | <ul style="list-style-type: none"> Demonstrates a basic understanding of numbers, ways of representing numbers and relationships among number systems | <ul style="list-style-type: none"> Demonstrates a good understanding of numbers, ways of representing numbers and relationships among number systems | <ul style="list-style-type: none"> Demonstrates a thorough understanding of numbers, ways of representing numbers and relationships among number systems |
| Understanding Meanings of Operations and How They Relate to One Another | <ul style="list-style-type: none"> Demonstrates a limited understanding of the meanings of operations and how they relate to one another | <ul style="list-style-type: none"> Demonstrates a basic understanding of the meanings of operations and how they relate to one another | <ul style="list-style-type: none"> Demonstrates a good understanding of the meanings of operations and how they relate to one another | <ul style="list-style-type: none"> Demonstrates a thorough understanding of the meanings of operations and how they relate to one another |
| Computing and Making Estimates | <ul style="list-style-type: none"> Demonstrates limited ability in computing and making estimates | <ul style="list-style-type: none"> Demonstrates some ability in computing and making estimates | <ul style="list-style-type: none"> Demonstrates satisfactory ability in computing and making estimates | <ul style="list-style-type: none"> Demonstrates strong ability in computing and making estimates |

WEAKNESSES:

NEXT STEPS:

STRENGTHS:

STRENGTHS:

SAMPLE

NAME: _____

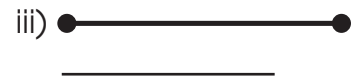
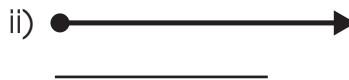
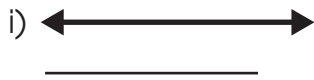


13a) Identify each type of line as a line, line segment, or ray.

Line: a straight line that goes on forever in both directions

Line segment: part of a line that has two endpoints

Ray: a straight line that goes on forever in one direction



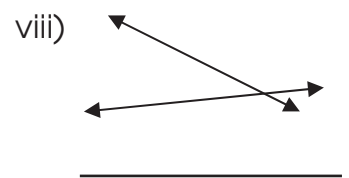
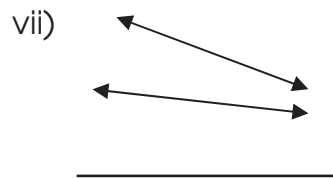
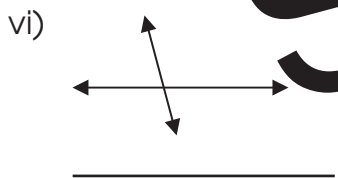
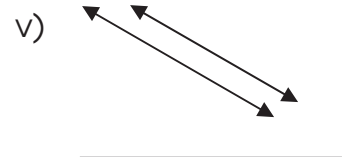
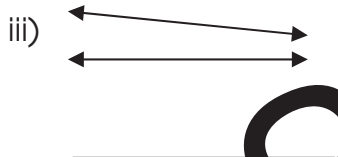
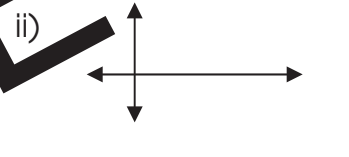
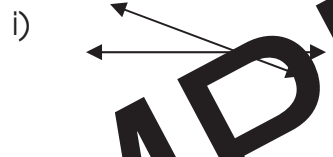
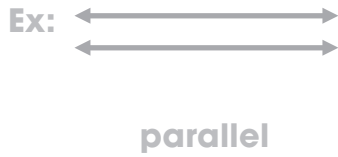
b) Identify each pair of lines below as parallel, perpendicular, skew, or intersecting.

Parallel: lines that maintain the same distance apart and never cross

Perpendicular: lines that cross at a 90° angle

Skew: lines that are not parallel and never cross

Intersecting: lines that cross, but not at a 90° angle



c) Draw the following types of lines.

Ex: Parallel



iii) Perpendicular



vi) Intersecting

i) Intersecting

iv) Skew

vii) Perpendicular

ii) Skew

v) Parallel

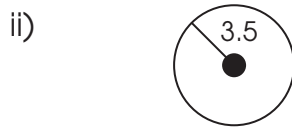
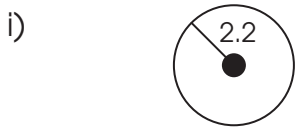
viii) Intersecting

NAME: _____

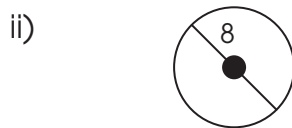


Review C

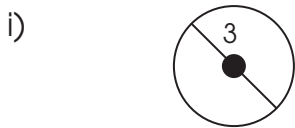
a) Find the diameter of each circle.



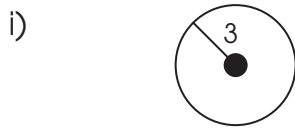
b) Find the radius of each circle.



c) Find the circumference of each circle.



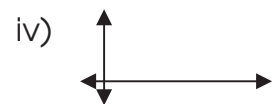
d) Find the area of each circle.



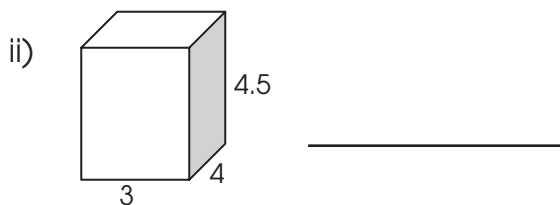
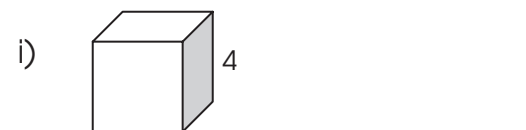
e) Identify each line as a ray, line, or line segment.



f) Identify each pair of lines as skew, parallel, perpendicular, or intersecting.



g) Find the volume for each shape.

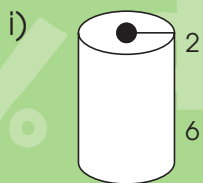


Volume

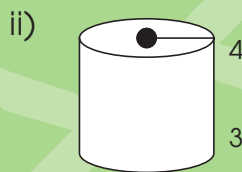


a) Find the volume of each cylinder.

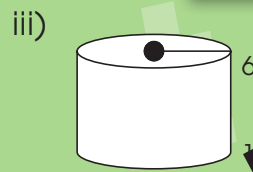
Formula: $\text{volume} = \pi r^2 h$
($\pi \times \text{radius squared} \times \text{height}$)



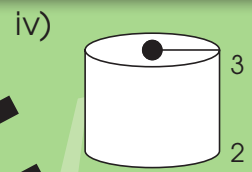
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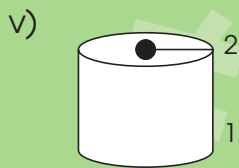
Volume = _____



Volume = _____



Volume = _____



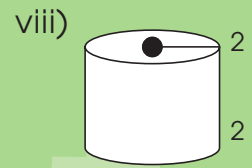
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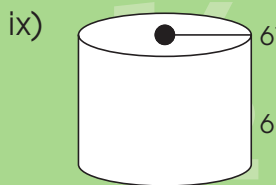
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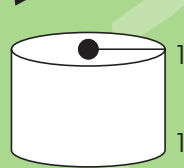
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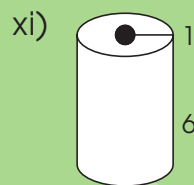
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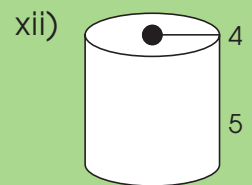
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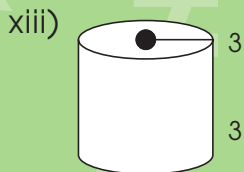
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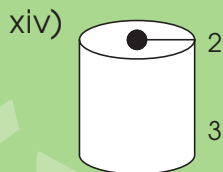
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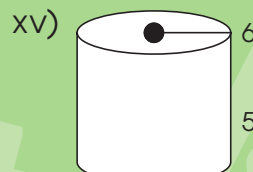
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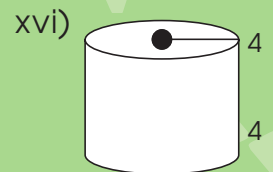
Volume = _____



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