

Geometry EOY

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
G-CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	None	6	Neutral
G-CO.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	i) A trapezoid is defined as “A quadrilateral with at least one pair of parallel sides.”	5, 6, 7	Neutral
G-CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	None	5, 6, 7	Neutral
G-CO.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	None	-	Neutral
G-CO.C	Prove geometric theorems as detailed in G-CO.C.	i) About 75% of tasks align to G.CO.9 or G.CO.10.	3, 6	Neutral
G-CO.D	Make geometric constructions as detailed in G-CO.D.	i) About 75% of tasks align to G-CO.12.	3, 5, 6	Neutral
G-SRT.1a	Verify experimentally the properties of dilations given by a center and a scale factor: a) A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	None	1, 3, 5, 8	Neutral
G-SRT.1b	Verify experimentally the properties of dilations given by a center and a scale factor: b) The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	None	1, 3, 5, 8	Neutral
G-SRT.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar.	i) The “explain” part of standard G-SRT.2 is not assessed here. See Sub-claim C for this aspect of the standard.	7	Neutral

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G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	i) For example, find a missing angle or side in a triangle.	7	Neutral
G-SRT.7-2	Use the relationship between the sine and cosine of complementary angles.	i) The “explain” part of standard G-SRT.7 is not assessed here; see Sub-claim C for this aspect of the standard.	7	Neutral
G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★	i) Tasks have multiple steps. ii) Tasks have a context.	1, 2, 5, 6	Item Specific
G-C.A.Int.1	Identify and describe relationships among inscribed angles, radii, and chords and apply these concepts in problem solving situations.	None	1, 5	Item Specific
G-C.B.Int.1	Find arc lengths and areas of sectors of circles.	i) Tasks involve computing arc lengths or areas of sectors given the radius and the angle subtended; or vice versa.	-	Item Specific
G-GPE.1-2	Complete the square to find the center and radius of a circle given by an equation.	i) The “derive” part of standard G-GPE.1 is not assessed here. See Sub-claim C for this aspect of the standard.	6	Neutral
G-GPE.6	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	None	1, 5	Neutral
G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri’s principle, and informal limit arguments.</i>	None	3, 6, 7	Neutral
G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★	None	4	Item Specific
G-GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	None	7	Neutral
G-Int.1	Solve multi-step contextual word problems with degree of difficulty appropriate to the course, requiring application of course-level knowledge and skills articulated in G-MG and G-GPE.7.	i) G-MG is the primary content ii) See examples at http://illustrativemathematics.org for G-MG.	1, 2, 5, 6, 4	Item Specific

“Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).”
<http://www.corestandards.org/Math/Content/HSM>