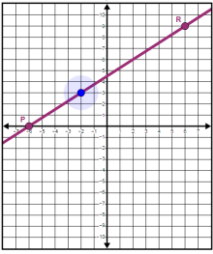
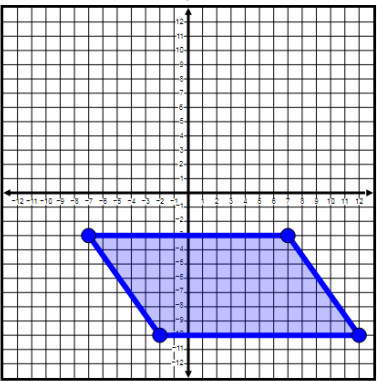


Item Number	Answer Key	Evidence Statement Key												
1.	In step 6 of the proof, the statement is <input type="text" value="-ACE ~ -BCD"/> and the reason is <input type="text" value="SAS similarity"/> In step 7 of the proof, the statement is <input type="text" value="∠CAE ≅ ∠CBD"/> and the reason is <input type="text" value="Corresponding angles of similar triangles are congruent"/> .	G-CO.C												
2.	42 inches	G-SRT.8												
3.	In the figure, the length of any line segment in the image is <input type="text" value="longer than"/> the length of the corresponding line segment in the preimage. The scale factor of the dilation is <input type="text" value="2"/> .	G-SRT.1b												
4.	Part A: $AC = \left  \begin{matrix} h \\ x \end{matrix} \right $ $BC = \left  \begin{matrix} y \\ k \end{matrix} \right $ Part B: $(x - h)^2 + (y - k)^2 = r^2$ or an equivalent equation.	G-GPE.1-2												
5.	C, F	G-SRT.6												
6.	B, D, E, F	G-CO.6												
7.	Part A: $90 - x$ or an equivalent expression Part B: B <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid gray; padding: 5px; text-align: center;"><math>\sin^{-1}\left(\frac{a}{c}\right)</math> <input type="text" value="Measure of ∠A"/></div> <div style="border: 1px solid gray; padding: 5px; text-align: center;"><math>\cos^{-1}\left(\frac{a}{c}\right)</math> <input type="text" value="Measure of ∠B"/></div> <div style="border: 1px solid gray; padding: 5px; text-align: center;"><math>\tan^{-1}\left(\frac{a}{b}\right)</math> <input type="text" value="Measure of ∠A"/></div> <div style="border: 1px solid gray; padding: 5px; text-align: center;"><math>\tan^{-1}\left(\frac{b}{a}\right)</math> <input type="text" value="Measure of ∠B"/></div> </div> Part C: Part D: C	G-SRT.8												
8.	Part A: See Rubric Part B: See Rubric Part C: See Rubric	HS-D.1-2												
9.	C	G-CO.1												
10.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Statement</th> <th style="width: 20%;">True</th> <th style="width: 20%;">False</th> </tr> </thead> <tbody> <tr> <td><math>\triangle UPW \sim \triangle SRT</math></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><math>\triangle UPW \sim \triangle UQV</math></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td><math>\triangle UQV \sim \triangle SRT</math></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Statement	True	False	$\triangle UPW \sim \triangle SRT$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	$\triangle UPW \sim \triangle UQV$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	$\triangle UQV \sim \triangle SRT$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	G-SRT.2
Statement	True	False												
$\triangle UPW \sim \triangle SRT$	<input checked="" type="checkbox"/>	<input type="checkbox"/>												
$\triangle UPW \sim \triangle UQV$	<input type="checkbox"/>	<input checked="" type="checkbox"/>												
$\triangle UQV \sim \triangle SRT$	<input type="checkbox"/>	<input checked="" type="checkbox"/>												

11.	A	G-SRT.2
12.		G-GPE.6
13.	1,695 or 1,696 or 1,697 cubic inches	G-GMD.3
14.	B, B	G-CO.D
15.	 <p>Part A: Part B: D, E</p>	G-CO.5
16.	<p>Part A: 96 cubic feet Part B: \$2,262 Part C: 2 Part D: C, D, E</p>	G-Int.1

## #8 Rubric Part A

Score	Description															
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point: Correct total length of 616 feet for the rows of corn.</li> <li>• <b>Modeling component</b> = 1 point: Correct work to support the length of the rows of corn.</li> </ul> <p>Sample Student Response:</p> <p>Find the exact circumference of the circle that forms the shape of each row.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 5px;">Radius (feet)</td> <td style="padding: 5px; text-align: center;">10</td> <td style="padding: 5px; text-align: center;">20</td> <td style="padding: 5px; text-align: center;">30</td> <td style="padding: 5px; text-align: center;">40</td> </tr> <tr> <td style="padding: 5px;">Diameter (feet)</td> <td style="padding: 5px; text-align: center;">20</td> <td style="padding: 5px; text-align: center;">40</td> <td style="padding: 5px; text-align: center;">60</td> <td style="padding: 5px; text-align: center;">80</td> </tr> <tr> <td style="padding: 5px;">Circumference (feet)</td> <td style="padding: 5px; text-align: center;"><math>20\pi</math></td> <td style="padding: 5px; text-align: center;"><math>40\pi</math></td> <td style="padding: 5px; text-align: center;"><math>60\pi</math></td> <td style="padding: 5px; text-align: center;"><math>80\pi</math></td> </tr> </table> <p>Add the exact circumferences.</p> $20\pi + 40\pi + 60\pi + 80\pi = 200\pi \text{ (feet)}$ <p>Subtract the lengths of the four 3-foot arcs.</p> $200\pi - 4(3) = 200\pi - 12 \text{ (feet)}$ <p>Substitute an approximate value for <math>\pi</math>.</p> $200\pi - 12 \approx 200(3.14) - 12 \text{ (feet)}$ <p>Simplify.</p> $200(3.14) - 12 = 628 - 12 = 616 \text{ (feet)}$ <p>The total length of the rows that will be planted with corn is about 616 feet.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• A maximum of 1 point can be awarded for correct work/reasoning when the length of the rows of corn is computed, but the work fails to subtract 3 feet from the length of each circle or 12 feet from the total length of the rows of corn.</li> </ul>	Radius (feet)	10	20	30	40	Diameter (feet)	20	40	60	80	Circumference (feet)	$20\pi$	$40\pi$	$60\pi$	$80\pi$
Radius (feet)	10	20	30	40												
Diameter (feet)	20	40	60	80												
Circumference (feet)	$20\pi$	$40\pi$	$60\pi$	$80\pi$												
<b>1</b>	Student response includes 1 of the 2 elements.															
<b>0</b>	The response is incorrect or irrelevant.															

**#8 Rubric Part B**

<b>Score</b>	<b>Description</b>
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point: Correct walkway area of about 1,620 square feet.</li> <li>• <b>Modeling component</b> = 1 point: Correct work.</li> </ul> <p>Sample Student Response:</p> <p>The shape of the walkway will be a ring. The inner edge of the ring is the largest circle of the maze, with radius labeled as 40 feet. The outer edge of the ring is a circle with radius 6 feet longer than the radius of the largest circle of the maze, so the radius of this circle is <math>(40 + 6)</math> feet, or 46 feet.</p> <p>Find the area, <math>A_o</math>, of the circle formed by the outer edge of the ring.</p> $A_o = \pi r^2 = \pi(46)^2 = 2,116 \pi \text{ (square feet)}$ <p>Find the area, <math>A_i</math>, of the circle formed by the inner edge of the ring.</p> $A_i = \pi r^2 = \pi(40)^2 = 1,600 \pi \text{ (square feet)}$ <p>Subtract these areas:</p> $A_o - A_i = 2,116\pi - 1,600\pi = 516\pi \text{ (square feet)}$ <p>Substitute an approximate value for <math>\pi</math>. <math>516\pi \approx 516(3.14)</math> (square feet)</p> <p>Simplify. <math>516(3.14) \approx 1,620</math> (square feet)</p> <p>The area of the walkway will be about 1,620 square feet.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	The response is incorrect or irrelevant.
<b>#8 Rubric Part C</b>	
<b>Score</b>	<b>Description</b>

<b>2</b>	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point: Correct weight of the pillar (32,987 pounds) and a decision/conclusion that the neighbor’s crane is not able to lift the pillar</li> <li>• <b>Modeling component</b> = 1 point: Correct work</li> </ul> <p>Sample Student Response:</p> <p>To find the weight of the pillar, I first need to determine its volume. The area <math>B</math> of the base is</p> $  \begin{aligned}  B &= \pi r^2 \\  &= \pi \left(\frac{d}{2}\right)^2 \\  &= \pi \left(\frac{5}{2}\right)^2 \\  &= \pi(2.5)^2 \\  &= 6.25\pi \text{ ft}^2  \end{aligned}  $ <p>The volume of the pillar is</p> $  \begin{aligned}  V &= Bh \\  &= (6.25\pi)(10) \\  &\approx 196.35 \text{ ft}^3  \end{aligned}  $ <p>At 168 pounds per cubic foot, the weight of the pillar is <math>168 \times 196.35 = 32,986.8</math> pounds. Tina’s family will need to rent a larger crane.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• A maximum of 1 point can be awarded for part C for the correct work if the diameter is used instead of the radius in calculating the weight of the pillar.</li> </ul>
<b>1</b>	Student response includes 1 of the above elements.
<b>0</b>	The response is incorrect or irrelevant.