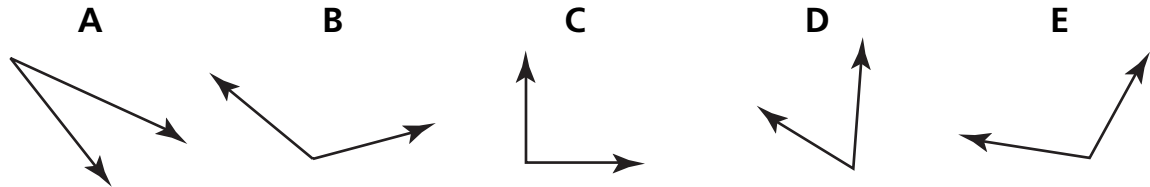


Review/Assessment

NCTM Standards 3, 6, 7, 8, 9, 10

Use the angles to answer the questions. **Lesson 2**



1 Order the angles from the largest to the smallest. _____, _____, _____, _____, _____

2 Compare each angle to a right angle.

Which angles are acute angles?

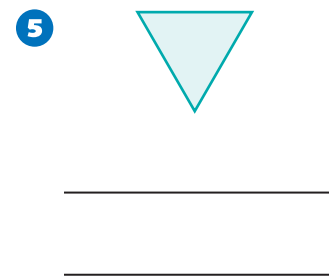
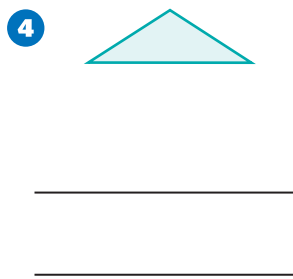
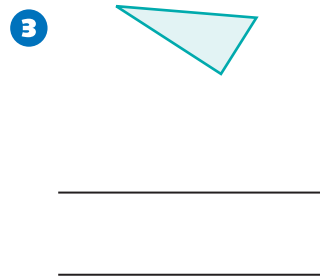
_____, _____

Which angle is a right angle?

Which angles are obtuse angles?

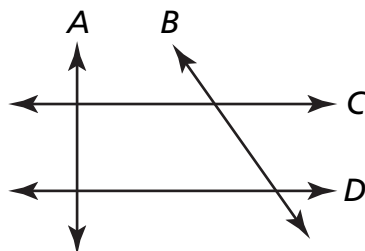
_____, _____

Label each triangle as *acute*, *right*, or *obtuse*, and *scalene*, *isosceles*, or *equilateral*. **Lesson 4**



6 Identify the parallel and perpendicular lines in the figure.

If there are no more, put an "X" on the answer line. **Lesson 5**



Parallel:

_____ and _____


_____ and _____


Perpendicular:

_____ and _____

_____ and _____

List all names for each figure: *parallelogram, rectangle, rhombus, square, or trapezoid.* Lesson 6

7  _____

8  _____

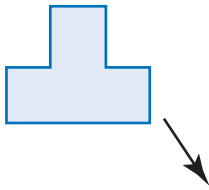
Write whether the statement is *true* or *false.* Lesson 8

9 If a triangle has exactly 1 line of symmetry, it is isosceles. _____

10 If a quadrilateral has exactly 4 lines of symmetry, it is a square. _____

Perform each transformation. Lesson 9

11 Translate in the direction of the arrow so that the resulting figure does not overlap with the original.

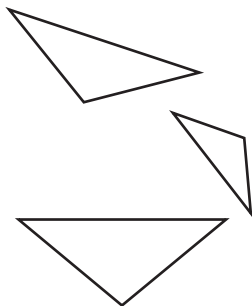


12 Reflect across the dotted line.

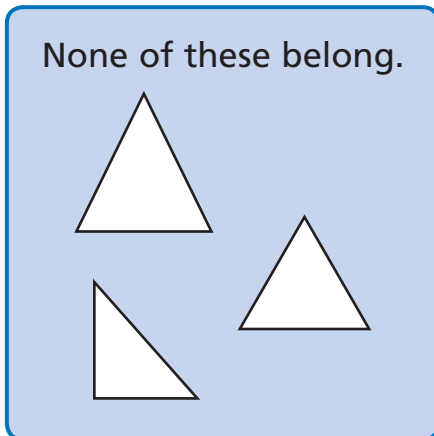


Solve the problem. Lesson 10

13 All of these belong.



None of these belong.



Circle the ones that belong.

