

4 Standardized Test Practice

(Chapters 1-4)

Part 1: Multiple Choice

Instructions: Fill in the appropriate circle for the best answer.

1. If $\angle 1 = 5x - 4$ and $\angle 2 = 52 - 9y$, which values for x and y would make $\angle 1$ and $\angle 2$ complementary? (Lesson 1-5)

A. $x = 2$, $y = 12$ C. $x = 12$, $y = 2$
 B. $x = 2$, $y = \frac{1}{3}$ D. $x = \frac{1}{3}$, $y = 27$

1.

2. Which is not a polygon? (Lesson 1-6)

F  G  H  J 

2.

3. Complete the statement so that its conditional and its converse are true.
 If $\angle 1 \cong \angle 2$, then $\angle 1$ and $\angle 2$ _____. (Lesson 2-3)

A. are supplementary. C. are complementary.
 B. have the same measure. D. are consecutive interior angles.

3.

4. Complete this proof. (Lesson 2-7)

Given: $UV \cong VW$
 $VW \cong WX$
 Prove: $UV = WX$
 Proof:



Statements	Reasons
1. $UV \cong VW$; $VW \cong WX$	1. Given
2. $UV = VW$; $VW = WX$	2. \cong
3. $UV = WX$	3. Transitive Property

F Definition of congruent segments
 G Substitution Property
 H Segment Addition Postulate
 J Symmetric Property

4.

5. Which equation has a slope of $\frac{1}{3}$ and a y -intercept of -2 ? (Lesson 3-4)

A. $y = \frac{1}{3}x + 2$ C. $y = \frac{1}{3}x - 2$
 B. $y = 2x - \frac{1}{3}$ D. $y = -2x + \frac{1}{3}$

5.

6. Classify $\triangle DEF$ with vertices $D(2, 3)$, $E(5, 7)$ and $F(9, 4)$. (Lesson 4-1)

F acute G equiangular H obtuse J right

6.

7. Which postulate or theorem can be used to prove $\triangle ABD \cong \triangle CBD$? (Lesson 4-4)

A. SAS C. SSS
 B. ASA D. AAS



7.

Chapter 4 Standardized Test Practice

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Chapter 4 Standardized Test Practice:

Code of Federal Regulations, 2007 Special edition of the Federal Register containing a codification of documents of general applicability and future effect with ancillaries **Scott, Foresman Geometry: Tests**, 1990 **Federal Register**, 1998-05-11 The Use and Interpretation of Educational Tests Harry Andrew Greene, Albert Nels Jorgensen, 1929

Motion, Forces, and Energy Michael J. Padilla, Peter Kahan, 2002 **Glencoe Algebra 1**, 2001 **Popular Mechanics Shop Notes**, 1905 **Glencoe Mathematics** William Collins, 1999 *Get Ready! For Standardized Tests : Math Grade 2* Kristin Swanson, Carol Turkington, 2001-06-14 One of the areas of study students find most difficult to master and are most fearful of is math. Yet the core math skills acquired in the first four years of school form the basis of all future academic success. Get Ready for Standardized Tests the first and only grade specific test prep series now features hands on guidance on helping kids master the all important basic math skills while arming parents with the tools they need to help their children succeed *Popular Mechanics*, 1905 **Algebra 1**, 2003 **The Electrical Review**, 1924 **Telegraphic Journal and Monthly Illustrated Review of Electrical Science**, 1924 **Glencoe Mathematics**, 2001 *The American Journey* Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003 Manufactured Milk Products Journal, 1922

Chemical Engineering Catalog, 1922 **Teamwork Test Prep Grade 5 Reading and Math** Drew Johnson, Cynthia Johnson, 2004-04 **Comparing the Volumetric and Mechanical Properties of Laboratory and Field Specimens of Asphalt Concrete** Louay Nadhim Mohammad, Mostafa Elseifi, Samuel B. Cooper (III), Charles S. Hughes, Joe W. Button, Ervin L. Dukatz (Jr.), Ervin L. Dukatz (Jr.), 2016 This reports document research that was performed to 1 determine causes of variability and tolerances for volumetric and mechanical properties of dense graded asphalt mixtures measured within and among the three specimen types and 2 propose a practice for state departments of transportation to incorporate these results in specifications and criteria for quality assurance mix design verification or validation and structural design and forensic studies. The research was conducted in two phases. In Phase I datasets of laboratory and field test data were collected and pooled in a meta analysis in an attempt to determine levels of variability in asphalt mixtures and the factors causing variability among and between the three specimen types. Despite the inclusion of 25 extensive datasets representing roughly 8 000 individual mixtures in the meta analysis the results of the analysis were inconclusive. Phase II was then undertaken a program testing specimens from paving projects across the United States to quantify the effects of process based factors on the variability of volumetric and mechanical properties of the specimen types. The key outcome of the research is a proposed practice for evaluating the cause and magnitude of variability within and among the three specimen types. In addition tolerances of volumetric and conversion factors between the three specimen types of mechanical properties evaluated are proposed based on the average difference between specimen comparisons for the mixtures evaluated in Phase II. Agencies may use these proposed values to evaluate and adjust their current tolerances **Buen Viaje!** Conrad J. Schmitt, Protase E.

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In an electronic era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Chapter 4 Standardized Test Practice**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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