Its all the same Final Proof Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We took a quiz yesterday on the two topics we have finished in the book. However, sometimes quizzes can be difficult and we need another way to prove our learning. In this activity you will show what you have learned, and you get to choose your products!

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| --- | --- | --- | --- | --- |
| Congruent |  | Choose 2 shapes and complete a compare/contrast organizer to determine if they are congruent | or | Create a T-chart showing congruent and non-congruent items. |
|  |  |  |  |  |
| Multiplication Factor |  | Create a mini book with a story of a large/small shape trying to figure out if it is enlarged or reduced. | or | Write the steps to find the missing side of a shape using the multiplication factor. Be sure to include an example. |

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| --- | --- | --- | --- |
|  | Muddy | Cloudy | Crystal Clear |
| Vocabulary used | 2 vocabulary words used correctly | 3-4 vocabulary words correctly used. | More than 5 vocabulary words used correctly |
| Math Concept | Very few elements are correct, more than 3 math mistakes are present | Most elements are correct, however, no more than 3 math mistakes are present | All elements of the math concept are correct |
| understanding | Work shows little or no understanding of the topic | Work shows basic understanding of topic | Work shows a deep understanding of the topic |
| Time/effort/neatness | Little evidence of time, effort, neatness is present | Work is mostly neat, however there is evidence of rushing toward the end. A few illustrations that are not math related are present. | Work displays evidence of time, neat work, color and illustrations are relevant to math. |

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