INDIRECT MEASUREMENT

CONTENT STANDARDS:
- Students will be able to explain when two or more figures are similar.
- Students will be able to set up and use proportions to solve problems involving similarity.
- Students will be able to communicate mathematical ideas.

PROCESS STANDARDS:
- Students will be able to use a model to solve problems.
- Students will be able to communicate in written and oral form.

TASK:
Working in groups of three or four, you need to estimate a distance, on school ground, using indirect measurement and similar triangles. You may use a tape measure, but may not use the tape measure to measure the distance you are estimating.

CRITERIA:
- You need to draw a picture of your situation, including all measurements and labels.
- Your picture shows two similar triangles.
- You need to explain, in detail, exactly how you solved the problem.

RUBRIC:

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent and Correct Response</th>
<th>Partially Correct Response</th>
<th>Incorrect Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>You drew a picture for the situation and included all labels and measurements.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Your picture contains two similar triangles.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>You explained how you solved your problem.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Your answer is correct.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL_______/12