Geometry

Three calibration cases • Observed in selected released student work

JANUARY 2026 / Q35 / 5/6

Finish a coordinate proof

The student calculated slopes, including work on the continuation page, but omitted the conclusion establishing the trapezoid.

Test this possibility. The reasoning may be implicit. A slope calculation alone does not show whether the geometric definition is understood.

Ask: Which sides do the slopes tell you are parallel, and which definition does that establish here?

Exam task Response · PDF p. 120 State commentary Higher anchor

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Match a reason to a proof step

The scorer isolated an incorrect reason at step nine. This is a narrower problem than an entirely invalid proof.

Test this possibility. The student may know the relationship but choose a theorem whose hypotheses have not been established.

Ask: What must already be true to use the reason you wrote at this line?

Exam task Response · PDF p. 71 State commentary Higher anchor

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Support each classification separately

The parallelogram and nonrectangle conclusions were incomplete. The same paper contains evidence of progress toward the larger proof.

Test this possibility. The writer may treat an initial classification as sufficient for every later claim.

Ask: What fact would exclude a rectangle after you have established a parallelogram?

Exam task Response · PDF p. 105 State commentary Higher anchor

Geometry

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

GEO-2 / From coordinates to a proof

Plot A(0,0), B(4,0), C(6,3), D(2,3). Prove ABCD is a parallelogram and decide whether it is a rectangle. Give a reason for both results.

Focal request

Use the four points in the Studio task. Decide whether they make a parallelogram. Focus on the step from slopes to the classification.

Response A

AB and CD have slope 0. BC and AD have slope 3/2.

Response B

AB ∥ CD because both are horizontal. BC ∥ AD because both have slope 3/2. Both pairs of opposite sides are parallel, so ABCD is a parallelogram.

What the pair distinguishes

A supplies the calculation evidence. B uses both pairs and a sufficient condition. Ask A to finish the argument orally before inferring a gap in geometric knowledge.

A fresh transfer check

Move D to (1,3). Which parallel relationship survives? Does the old classification still follow?

Evidence of transfer

Names the pairs, tests the changed slopes, and revises the classification when one pair fails.