

# Process Standards Rubric



## Number and Operations

Expectations	Exercise																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
<b>GOAL 1: Problem Solving</b> Instructional programs from pre-kindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> <li>build new mathematical knowledge through problem solving;</li> <li>solve problems that arise in mathematics and in other contexts;</li> <li>apply and adapt a variety of appropriate strategies to solve problems;</li> <li>monitor and reflect on the process of mathematical problem solving.</li> </ul>																		
	<b>GOAL 2: Reasoning &amp; Proof</b> <ul style="list-style-type: none"> <li>recognize reasoning and proof as fundamental aspects of mathematics;</li> <li>make and investigate mathematical conjectures;</li> <li>develop and evaluate mathematical arguments and proofs;</li> <li>select and use various types of reasoning and methods of proof.</li> </ul>																	
		<b>GOAL 3: Communication</b> <ul style="list-style-type: none"> <li>organize and consolidate their mathematical thinking through communication;</li> <li>communicate their mathematical thinking coherently and clearly to peers, teachers, and others;</li> <li>analyze and evaluate the mathematical thinking and strategies of others;</li> <li>use the language of mathematics to express mathematical ideas precisely.</li> </ul>																
			<b>GOAL 4: Connections</b> <ul style="list-style-type: none"> <li>recognize and use connections among mathematical ideas;</li> <li>understand how mathematical ideas interconnect and build on one another to produce a coherent whole;</li> <li>recognize and apply mathematics in contexts outside of mathematics.</li> </ul>															
				<b>GOAL 5: Representation</b> <ul style="list-style-type: none"> <li>create and use representations to organize, record, and communicate mathematical ideas;</li> <li>select, apply, and translate among mathematical representations to solve problems;</li> <li>use representations to model and interpret physical, social, and mathematical phenomena.</li> </ul>														
	Drill Sheet 1	Drill Sheet 2	Review A	Review B	Review C													

**SAMPLE**



# Task Sheet 8

8a) Which picture shows 14 pigs.

- i)
- ii)
- iii)

Answer:

b) Counting down from 14 pigs, which number comes next?

Answer:

c) Write a plus (+), minus (-) or multiplication (x) sign in the square to make the number sentence true.

- i)  $0 \square 6 = 6$
- ii)  $\square 7 = 2$
- iii)  $4 \square 4 = 16$
- iv)  $19 \square 11 = 8$

d) Circle the largest number in each bubble.

17  
24

21  
39

0  
4

e) Is 23 an even or odd number?

Answer:

f) Is 19 an even or odd number?

Answer:

g) Is 42 an even or odd number?

Answer:

NAME: \_\_\_\_\_

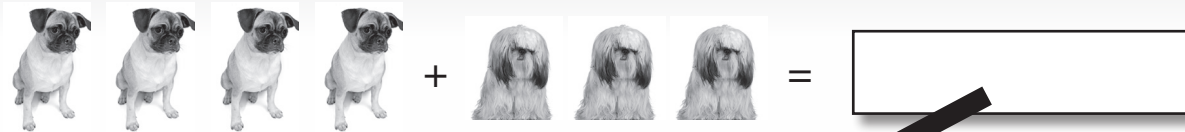


# Drill Sheet 2

2a) Count forward by 100's.



b) Add



c) What even number comes right after

- i) 10     ii) 14     iii) 7     iv) 21

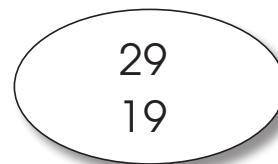
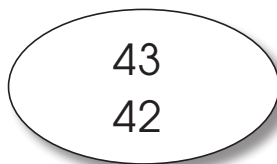
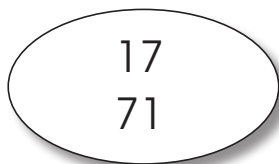
d) How do you write six hundred ninety seven using numbers?

Answer:

e) What are the missing numbers in this sequence?

15		25			40
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f) Circle the largest number in each bubble.



# Patterning



a) Fill in the numbers \_\_\_\_\_ in the hundreds chart below.


SAMPLE

b) Facts that \_\_\_\_\_

