

NCTM Content Standards Assessment Rubric



Number and Operations

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Numbers, Ways of Representing Numbers, Relationships Among Number Systems	<ul style="list-style-type: none"> • Demonstrates a limited understanding of numbers, ways of representing numbers and relationships among number systems 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of numbers, ways of representing numbers and relationships among number systems 	<ul style="list-style-type: none"> • Demonstrates a good understanding of numbers, ways of representing numbers and relationships among number systems 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of numbers, ways of representing numbers and relationships among number systems
Understanding Meanings of Operations and How They Relate to One Another	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the meanings of operations and how they relate to one another 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the meanings of operations and how they relate to one another 	<ul style="list-style-type: none"> • Demonstrates a good understanding of the meanings of operations and how they relate to one another 	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the meanings of operations and how they relate to one another
Computing and Making Estimates	<ul style="list-style-type: none"> • Demonstrates limited ability in computing and making estimates 	<ul style="list-style-type: none"> • Demonstrates some ability in computing and making estimates 	<ul style="list-style-type: none"> • Demonstrates satisfactory ability in computing and making estimates 	<ul style="list-style-type: none"> • Demonstrates strong ability in computing and making estimates

STRENGTHS:

WEAKNESSES:



NEXT STEPS:

NAME: _____



Task Sheet 12

12a) Jesslyn went to the market and bought some fruit for her mother. Here is a tally chart showing what she bought.

Jesslyn bought _____ apples
and _____ bananas.

b) What sign is missing?

i)   = 7

ii)   = 3

c) What odd number comes right after:

- i) 13 ii) 8 iii) 0 iv) 9

d) Willie's class has a total of 12 apples in their lunch today. If they brought 24 apples already this week, how many did they bring altogether?

If it helps, draw the apples in this space.

Answer:



Drill Sheet 1

1a) i) $7 + 2 = \square$ ii) $3 + 6 = \square$ iii) $4 + 7 = \square$ iv) $5 + 5 = \square$

b) i) $8 - 3 = \square$ ii) $16 - 5 = \square$ iii) $12 - 8 = \square$ iv) $9 - 8 = \square$

c) What part of the fraction is shaded?



Answer:

d) Write the missing numbers



e) Fill in the number that comes right before or after.

i) \square 32 ii) 19 \square iii) 0 \square iv) \square 42 v) 99 \square

f) How many tens and ones are in the number 45?

Tens _____ Ones _____.

g) What sign is missing? (+ or -)

i) $4 \square 2 = 6$ ii) $9 \square 3 = 6$ iii) $14 \square 9 = 5$ iv) $12 \square 3 = 15$

Fractions



a) Write the missing numbers.

--	--	--	--	--	--	--	--	--

b) Add these numbers

Add	
6	
8	

c) Subtract these numbers

Subtract	
9	
7	

d) What fraction is shaded?

i)

--	--	--	--	--

ii)

--	--	--	--	--

e) Fill in the number that comes before or after.

i)

--	--

ii)

--	--

iii)

--	--

iv)

--	--

f) The number

--

 has

--

 tens and

--

 ones.

g) The number

--

 has

--

 tens and

--

 ones.