

# Process Standards Rubric

## Geometry

Expectations Instructional programs from pre-kindergarten through grade 12 should enable all students to:		Exercise															Drill Sheet 1	Drill Sheet 2	Review	Review	Review
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					
<b>GOAL 1:</b> Problem Solving	<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:</b> Reasoning & Proof	<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:</b> Communication	<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:</b> Connections	<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:</b> Representation	<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

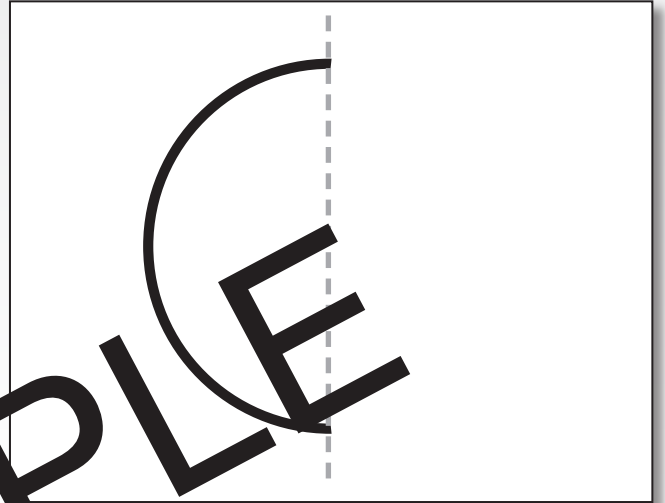
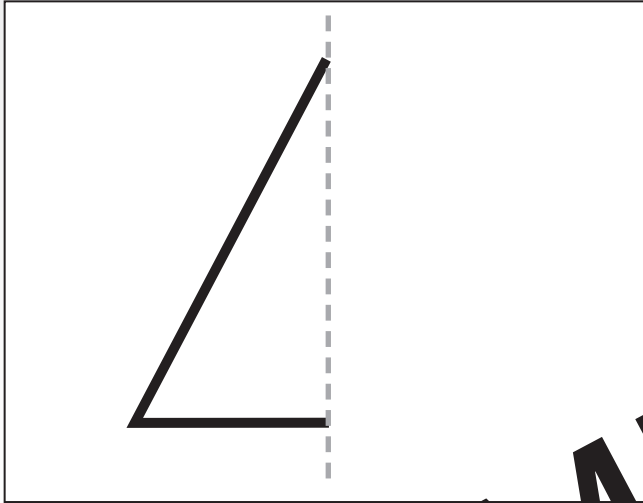
NAME: \_\_\_\_\_



# Task Sheet 10



10) A shape that can be folded in half and both halves match has symmetry. Draw the missing half for each shape.



SAMPLE

### Explore With Technology



With the help of an adult, print a picture of a person's face or an animal's face. Cut the picture in half and glue the half to a piece of paper. Use crayons, pencils, or markers, to draw the missing half of the picture.



# Drill Sheet 1

1) Draw each shape.

a) Rectangle



b) Circle



c) Square



d) Triangle



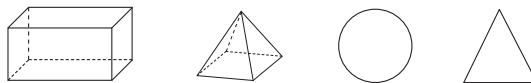
e) Oval



f) Circle the cube.



g) Color the pyramid.



h) Which three-dimensional shape is made with two circles?



i) Which three-dimensional shape is made with six squares?



SAMPLE

# Pattern Blocks



a) Point to and name each shape. Match each shape with the same pattern block.



b) Count the number of sides and corners on each shape.



_____ sides	_____ sides	_____ sides
_____ corners	_____ corners	_____ corners

c) Make the hexagon three different ways. Trace the pattern blocks used.



d) How are these shapes alike? How are they different?