# **Process Standards Rubric**

#### Measurement

Review A Review B Review C	\ \ \ \ \	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	) ) )	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
Drill Sheet 2	> >	>>>	`	<b>&gt;</b> > >	<b>&gt;</b> > >
Drill Sheet 1		,			
. 15	, , ,				
14	, ,	, ,	, , , ,	3 3 3	>
2 13	* * *	, ,	, , ,		`
1 12	3 3 3	, , ,	, , , ,		
10 11	, , ,	, , ,	, ,		
Exercise	5 5	> > > >	7		5 5 5
× 6	5 5	> > >		555	
й °	> >>	2 3 1 2	2 2 2	> >	>
r)	> >		3	> >	<u> </u>
4	1		> >	> > >	
3	7 2 2	5 5	`	> > >	
7	7 7 7 7	> >	>	> > >	> >
-	,	>	>	> > >	>
Expectations Instructional programs from pre- kindergarten through grade 12 should enable all students to:	<ul> <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>	<ul> <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>	organize and consolidate their mathematical thinking through communication;     communicate their mathematical thinking coherently and clearly to peers, teachers, and others;     analyze and evaluate the mathematical thinking and strategies of others;     use the language of mathematics to express mathematical ideas precisely.	<ul> <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>	<ul> <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>
	GOAL 1: Problem Solving	GOAL 2: Reasoning & Proof	GOAL 3: Communication	GOAL 4:	GOAL 5: Representation

NAME:	

## Task Sheet 8

8) The word *area* is the amount of space objects take up. This helps people learn the size of an object.

On the graph paper, draw a square. Use the ruler to make sure that each side is about two inches long. Then, on another section of the paper, draw a rectangle. Use a ruler to make sure it is 2 inches high and 3 inches long.



a) Look at your two shapes, but do not count the small boxes inside the shapes. How many boxes do you think you will find inside your:

square:	boxes	rectangle: _	boxes

b) Now, find the area of the shape. Count the number of boxes inside the shape. How many boxes are in each shape?

square: boxes rectangle:	boxes
--------------------------	-------

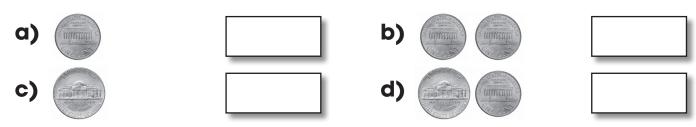




Answer:

### Review B

#### How much money is shown below?









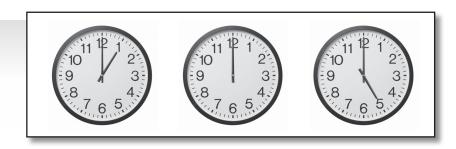
Answer:



j) Circle the ruler at 10 and 25 centimeters.



that shows a time of 1:00.



## Warm and Cool

Thermometers are used for measuring temperature. This helps determine how warm or cool an object feels. For this activity, you will need to use a thermometer to measure outside air temperatures. With the help of an adult, measure the temperature at the same time each day for five days. Record the temperature. Then, discuss what you recorded.



Day One temperature:

Day Two temperature:

Day Three temperature:

Day Four temperature:

Day Five temperatur

#### What did you

- 1. Did the temperatures get warmer or colder?
- 2. Which day was warmest?\_\_\_\_\_
- 3. Which day was coldest?\_\_\_\_\_
- 4. What do you think the temperature will be if you took it on Day Six?