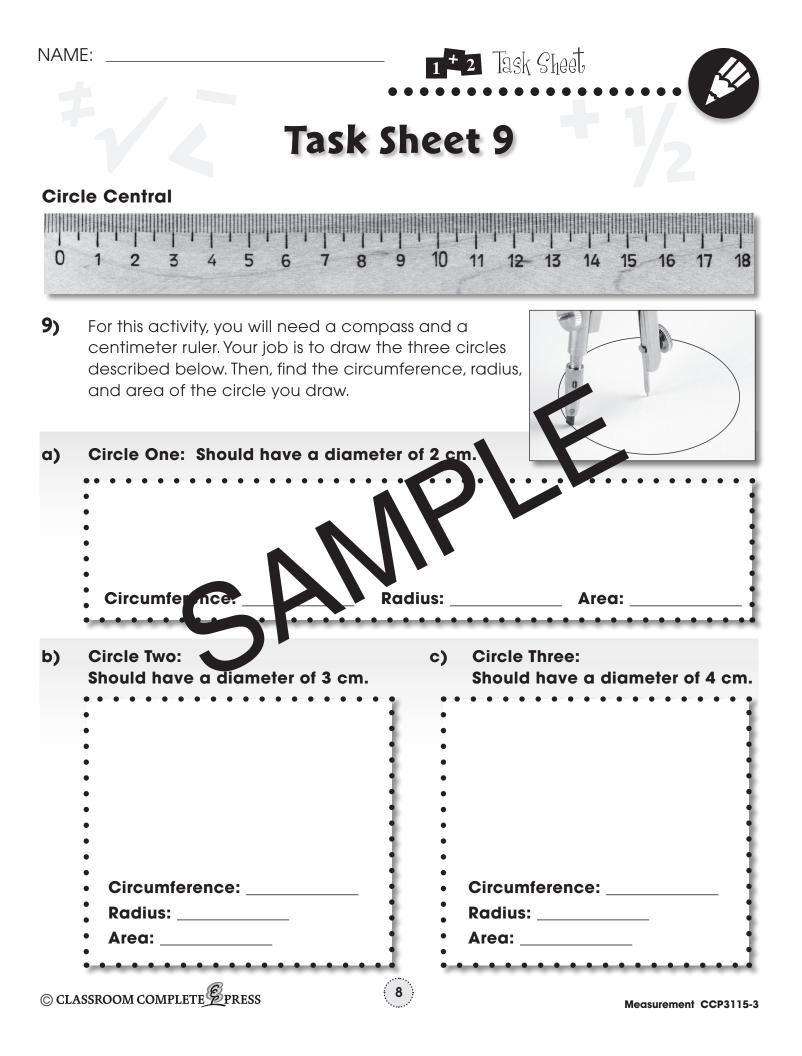
Process Standards Rubric

Measurement

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Expectations Instructional programs from pre- kindergarten through grade 12 should enable all students to:	 build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving. 	recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof.	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.	recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics.	create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena.	
- 1 2 0	GOAL 1: Problem Solving	GOAL 2: Reasoning & Proof	GOAL 3: Communication	:4 ДОД Соппестіопя	GOAL 5: GOAL 5:	

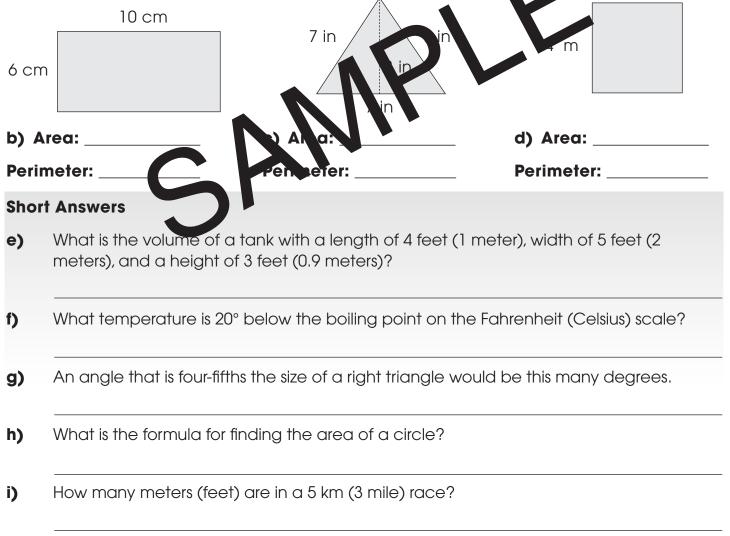
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Con	versions						
a)	1.5 m =	_ cm	27 ft =		yards	180 in =	ft
	2.5 oz =	lbs	2.5 g =		mg	.25 ton =	lbs
	4 cups =	_ pints	330 L =		kL	2 gallons =	quarts
	18 ft =	_ yds	2.5 km =		m	27 yd =	in

Area and Perimeter

Look carefully at the three figures below. Calculate the area and perimeter using the measurements provided.





Time's Up

For this task you will need either a stopwatch or a clock with a minute hand. Your job is to work under the supervision of an adult and to determine a task that everyone in a small group might be able to do (recite a poem, read a passage from a story, do the twelve times table). After you do this:

- a) Time each person in your group performing the task. Record the times on a piece of paper. Denote the number of minutes and/or seconds it takes. This is called the first trial.
- b) Complete the task again now that all members have done it once. This is called the second tial. See how he times change now that each group members as some practice.
- c) Place the time onto a chuble bar chart representing each participant to three can be compared. Place the names is order from shortest to longest based on the times during the second trial.
- d) Make a list of at least ten observations about the difference in times on the chart from the first trial to the second trial.

e) Summarize your findings and share them in class.