Process Standards Rubric

Number and Operations – Drill Sheets

Expectations Instructional programs from pre-kindergarten through grade 12 should enable all students to:	Warm-up 1	Timed Drill 1	Timed Drill 2	Warm-up 2	Timed Drill 3	Timed Drill 4	Warm-up 3	Timed Drill 5	Timed Drill 6	Warm-up 4	Timed Drill 7	Timed Drill 8	Warm-up 5	Timed Drill 9	Warm-up 6	Timed Drill 10	Timed Drill 11	Review A	Review B	Review C
GOAL 1: Problem Solving • 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 2: Reasoning & Proof • 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 3: Communication • 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 4: Connections • 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
GOAL 5: Representation • 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

NAME: _____

13a) Circle the largest number in each bubble.

36 29	106 121	43 98

b) What fraction of the shape is shaded in? **Answer:** _____

c) Add and subtract the following:

i)	ii)	iii)	iv)
97 – 91	13 – [illegible]	[illegible]71 + 55	158 + 68

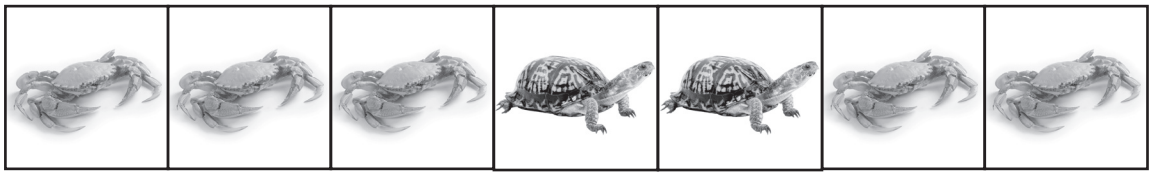
d) Mark went fishing with his mom. On Friday they caught 11 fish. On Saturday they caught 7 and Sunday they caught 12. How many did they catch altogether? _____

e) What comes right after 84 on the number line? _____

NAME: _____

Review B

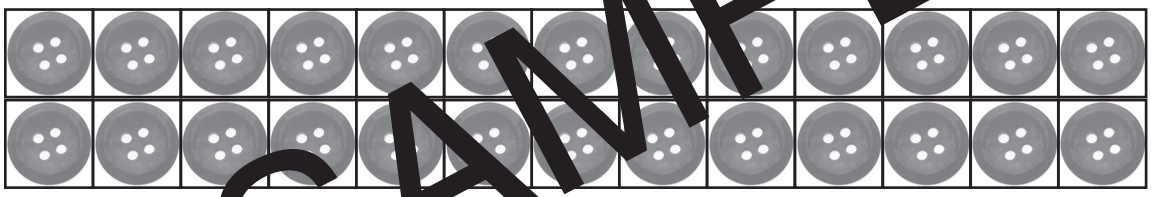
a) How many crabs are there? _____



b) How many equal parts has this circle been cut into?

_____

c) Count the buttons.



Fill in the missing numbers: ____ tens ____ ones.

d) What is the missing number in this sequence?

10, 20, 30, 40, _____

e) Add and subtract the following.

i) 7 + 7 = _____ ii) 12 – 6 = _____ iii) 8 + 9 + 4 = _____

f) How much money is this? Answer: _____

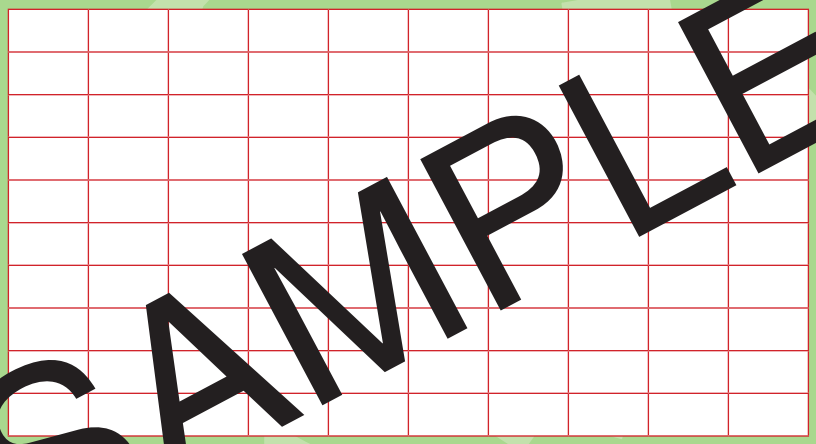
Adding and Subtracting

a) Add and subtract these numbers:

Add _____	
4	
6	
___	
___	

Subtract _____	
12	
9	
___	
___	

b) Fill in the numbers _____ in the hundreds chart below.



c) Facts that add to _____.