

NCTM Content Standards Assessment Rubric

Number and Operations – Drill Sheets

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:

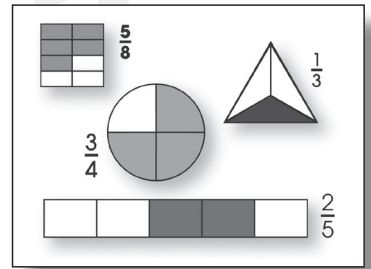
WEAKNESSES:

NEXT STEPS:



16a) Add and subtract the following.

- i) $9 + 6 = \underline{\quad}$ ii) $8 + 8 = \underline{\quad}$
- iii) $14 + 13 = \underline{\quad}$ iv) $15 - 5 = \underline{\quad}$
- v) $18 - 3 = \underline{\quad}$ vi) $99 - 9 = \underline{\quad}$



b) What part of the fraction is shaded? Answer: _____



c) Write the missing numbers.



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

- i) _____ 22 ii) 7 _____ iii) 0 _____ iv) _____ 77

e) How many tens and ones are in the number 92?

Tens _____ Ones _____.

f) What sign is missing?



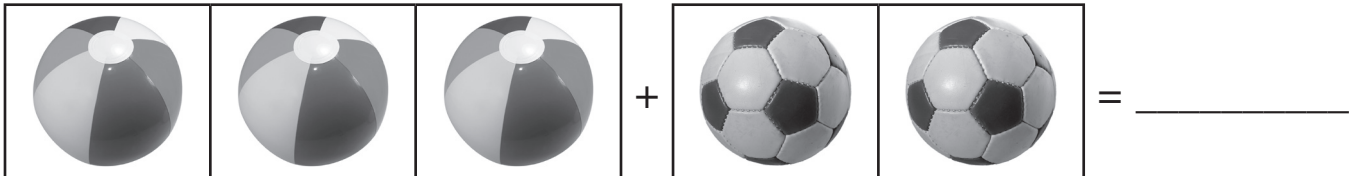


Review A



a) What number is missing? 4, 5, 6, _____, 8

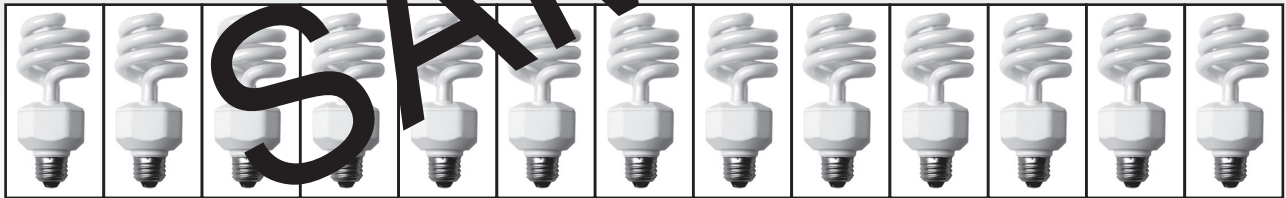
b) Add:



c) How many tally marks are shown below?



d) Count the light bulbs.



Fill in the missing numbers: tens ones.

e) Which shows a quarter?



f) Counting up from 8, which number comes next? _____

g) How do you write fourteen using numbers? _____

Patterning, In-Out



a) Complete the following pattern.

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

b) Which of the following numbers are even?

c) Add down and across.

6	—	
—	4	

d) Complete the table. Rule: add ____.

In	Out
5	

e) How do you write _____ using numbers?

Answer:

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