

# Process Standards Rubric



## Algebra – Drill Sheets

Drills	Expectations					
	Instructional programs from pre-kindergarten through grade 12 should enable all students to:	GOAL 1: Problem Solving	GOAL 2: Reasoning & Proof	GOAL 3: Communication	GOAL 4: Connections	GOAL 5: Representation
Warm-up 1	<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> <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> <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> <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> <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>	✓	✓	✓	✓	✓
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		✓	✓	✓	✓	✓

SAMPLE



2a) What are the missing numbers?

i) \_\_\_\_\_ + 4 = 9

ii) 9 - \_\_\_\_\_ = 5

iii) 6 + \_\_\_\_\_ = 8



b) Choose > = or <:

Ex:

3 > 1

i) 4  0

ii) 7  8

iii) 0  1

c) What are the missing numbers?

i)

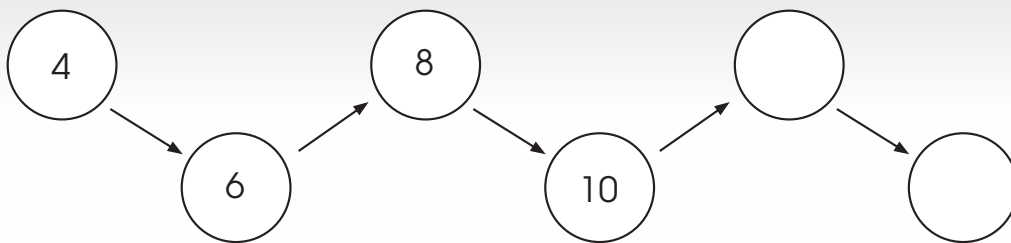
7	8	9				2
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ii)

12				16				21
----	--	--	--	----	--	--	--	----

SAMPLE

d) Complete the pattern.



Use a **calculator** to practice your adding.

i) 16 + 22 = \_\_\_\_\_

ii) 19 - 14 = \_\_\_\_\_

iii) 121 + 73 = \_\_\_\_\_



# Review A

a) Fill in the charts below with the missing numbers.

i)

4		6			9			
---	--	---	--	--	---	--	--	--

ii)

11				15					20	
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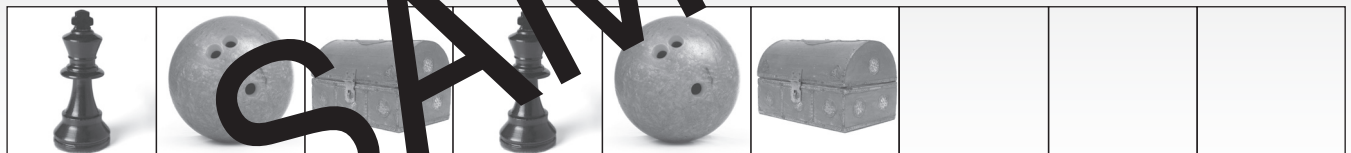
b) Choose > = or <:

i) 3  3

ii) 5  6

iii)  1

c) Complete the pattern:



d) Add:



e) Place the following numbers in the correct order by size from smallest to largest.

10	1	6	4	8
1st <input type="text"/>	2nd <input type="text"/>	3rd <input type="text"/>	4th <input type="text"/>	5th <input type="text"/>

# Patterning, Sequencing, Hundreds Chart



a) Complete the patterns.

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

b) What are the missing numbers?

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

c) This is part of the hundreds chart. Fill in the missing numbers.


d) Count forward by \_\_\_\_\_'s.

<input type="text"/>	→	<input type="text"/>	→	<input type="text"/>	→	<input type="text"/>	→	<input type="text"/>
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