Process Standards Rubric

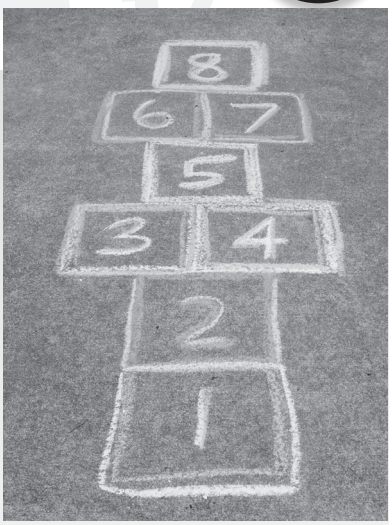
Algebra – Drill Sheets

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: _____

Timed Drill Sheet # 6

Minutes



9a) Start with the number 16. Circle the number that is 4 more. Continue this pattern a total of 5 times.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	**16**	17	18	19	**20**
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

b) Put the following numbers in order from smallest to greatest.

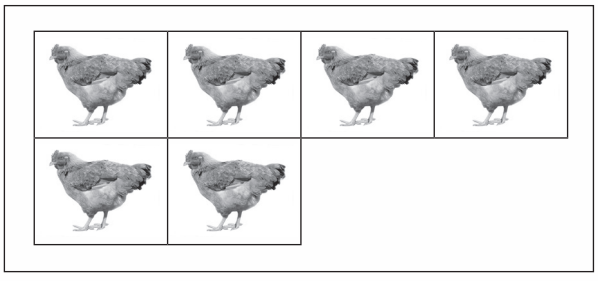
99 70 63 145 210

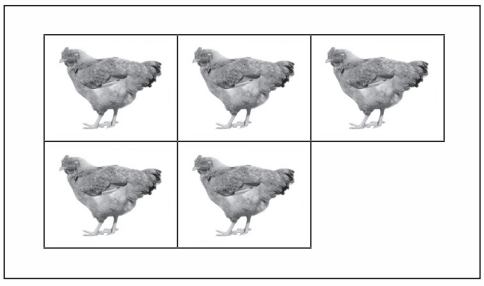
☐ < ☐ < ☐ < ☐ < ☐

c) Count forward by 100's.

600 → ☐ → 800 → ☐ → ☐

d) Compare the number of chickens in the two boxes below.



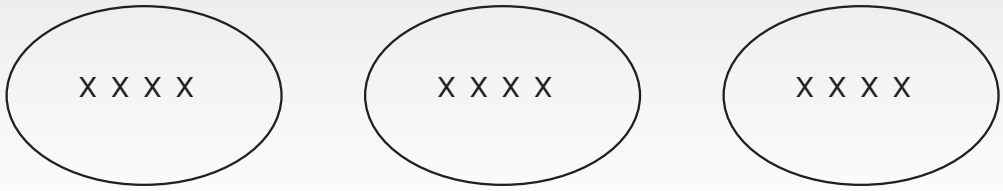


One box has 2 more chickens than the other. True ☐ False ☐

NAME: _____

Review C

a) Which number sentence describes the drawing below?



i. 3 x 5 = 15 ii. 3 x 4 = 12 iii. 4 x 4 = 16

b) Solve the following problems:

i) 8 + 8 = ____ ii) 15 – 5 = ____ iii) 2 + 9 – 5 = ____

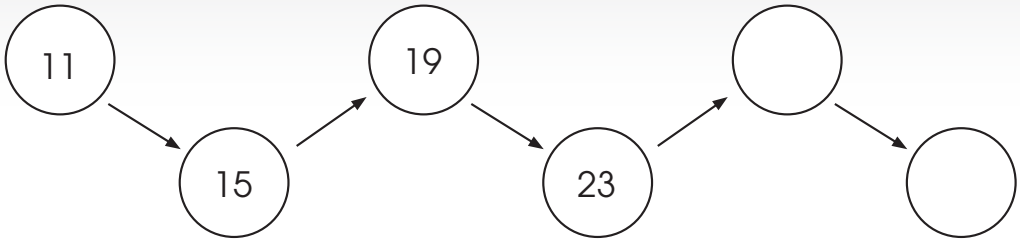
c) In which of the following boxes can 6 be placed to make the equation true?

i. 11 + 8 = 10 + ☐ ii. 15 – 9 = 12 – ☐

d) Solve each equation.

i) 3 + a = 9 a = ii) 12 – b = 1 b =

e) Complete the pattern.



f) Put these numbers in order from least to greatest:

77, 45, 29, 62, 33 ____ ____ ____ ____ ____

Even Numbers, Equations, Patterning

a) Which of the following numbers are even?

_____ _____ _____ _____

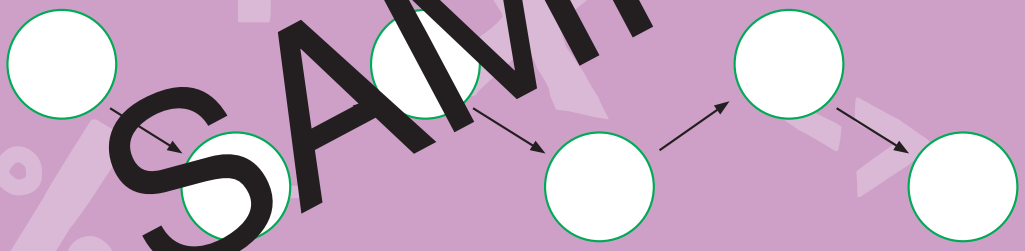
b) Half of ☐ is ☐

c) How do you make the number _____?

_____ + _____ = _____ _____ + _____ = _____

_____ + _____ = _____ _____ + _____ = _____

d) Complete the pattern.



e) Since _____ + _____ = _____, then _____ – _____ = _____

f) Since _____ + _____ = _____, then _____ – _____ = _____

g) Solve each equation.

i) _____ + a = _____ a = ii) _____ – b = _____ b = _____