

# Process Standards Rubric



## Algebra – Drill Sheets

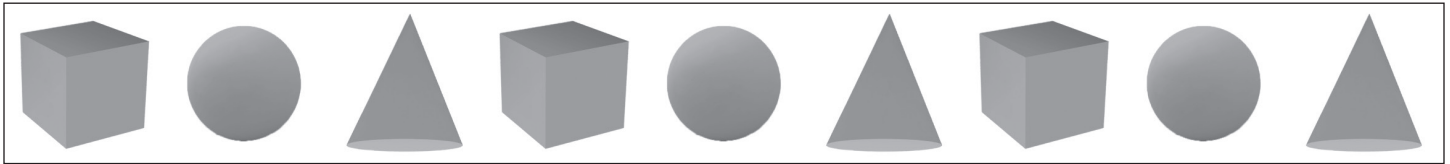
Drills	Expectations				
	Instructional programs from pre-kindergarten through grade 12 should enable all students to:	GOAL 1: Problem Solving	GOAL 2: Reasoning & Proof	GOAL 3: Communication	
Warm-up 1	<ul style="list-style-type: none"> <li>build new mathematical knowledge through problem solving;</li> <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		✓	✓	✓	✓
GOAL 4: Connections	✓	✓	✓	✓	
GOAL 5: Representation	✓	✓	✓	✓	

SAMPLE

NAME: \_\_\_\_\_



13a) A repeating geometric pattern is shown below. Which of the following completes the pattern?



- i.    ii.    iii.

b) Place the missing numbers in the following equations.

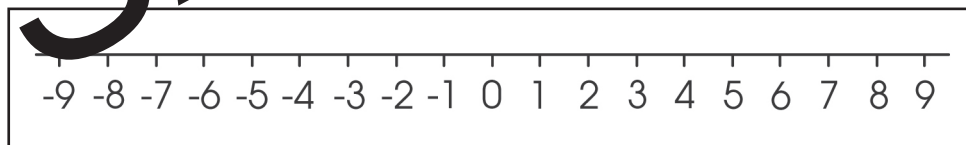
- i)  $\_\_\_ + 6 = 12$     ii)  $9 - 7 = \_\_\_$     iii)  $14 + \_\_\_ = 19$   
iv)  $7 + \_\_\_ = 15$     v)  $3 + \_\_\_ = \_\_\_$     vi)  $12 - \_\_\_ = 7$

c) Graph "x" on the accompanying number line.

Ex:  $x = 3$



$x = 7$



d) Which is another way to show  $3 \times 4$ ? Ex:  $3 + 3 + 3 + 3$

- i.  $4 + 4 + 4 + 4$     ii.  $3 + 3 + 3$     iii.  $4 + 4 + 4$     iv.  $4 + 4$

e) Put these numbers from greatest to smallest:

14,    23,    7,    22

>  >  >



# Review A

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

i)

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

ii)

11				15					20	
----	--	--	--	----	--	--	--	--	----	--

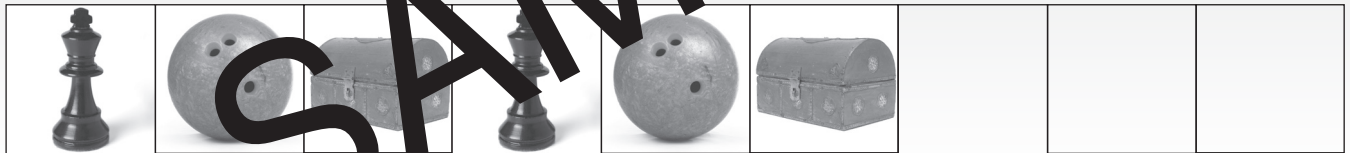
b) Choose > = or <:

i) 3  3

ii) 5  6

iii)  7

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"/>

# Greater and Lower Than, Equations, Facts



a) Choose  $>$  = or  $<$ :

i)  $\frac{1}{2}$

ii)  $\frac{1}{2}$

iii)  $\frac{1}{2}$

iv)  $\frac{1}{2}$

b) Complete the following:

i)  $\frac{1}{2} + \frac{1}{2} =$

ii)  $\frac{1}{2} + \frac{1}{2} =$

iii)  $\frac{1}{2} - \frac{1}{2} =$

iv)  $\frac{1}{2} - \frac{1}{2} =$

c) In the boxes below, put facts that add up to  $\frac{1}{2}$ .

**SAMPLE**

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$\frac{1}{2}$

Write the related addition fact for the following:

d)  $\frac{1}{2} + \frac{1}{2} =$