

# NCTM Process Standards Rubric



## Geometry – Drill sheets

Expectations	Drills																				
	Warm-up 1	Timed Drill 1	Warm-up 2	Timed Drill 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	
<p><b>GOAL 1: Problem Solving</b></p> <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> </ul>	✓	✓				✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p><b>GOAL 2: Reasoning &amp; Proof</b></p> <ul style="list-style-type: none"> <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> </ul>																					
<p><b>GOAL 3: Communication</b></p> <ul style="list-style-type: none"> <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> </ul>					✓	✓	✓	✓													
<p><b>GOAL 4: Connections</b></p> <ul style="list-style-type: none"> <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> </ul>					✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p><b>GOAL 5: Representation</b></p> <ul style="list-style-type: none"> <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>	✓	✓	✓	✓																	

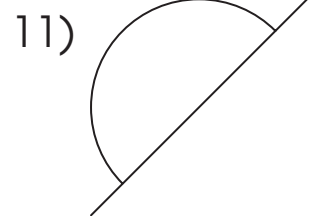
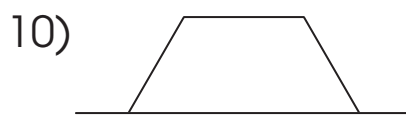
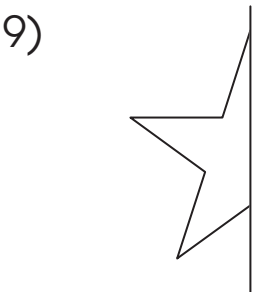
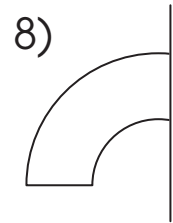
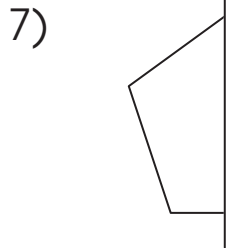
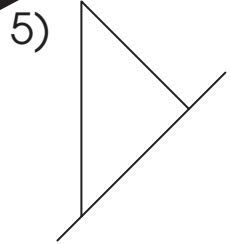
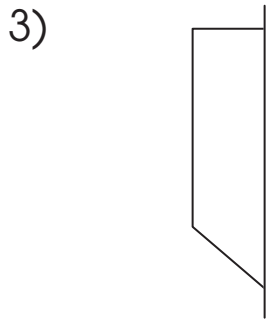
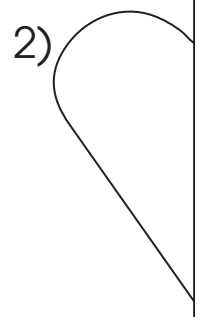
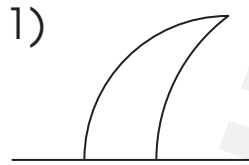
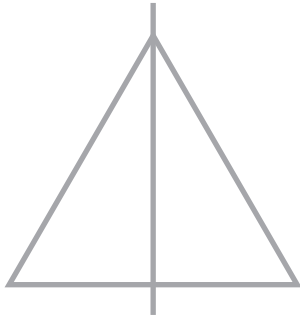
SAMPLE

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



5a) Complete the following shapes by drawing the other half of the line of symmetry.

Ex:



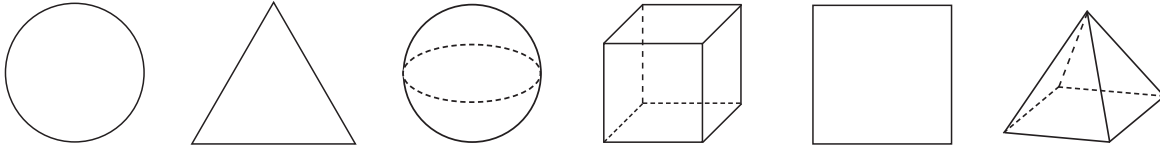
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NAME: \_\_\_\_\_



# Review C

a) Find the position of each shape in the pattern below.



1) What shape is **second**?

1. circle                      2. square                      3. triangle

2) What shape is **fifth**?

1. square                      2. triangle                      3. cube

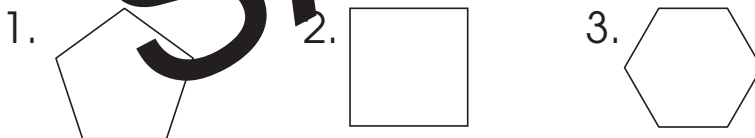
3) What shape is **in between** the sphere and the square?

1. triangle                      2. circle                      3. cube

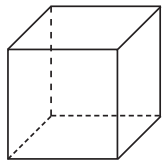
4) What shape is **before** the sphere?

1. triangle                      2. circle                      3. cube

b) What shape has six sides? \_\_\_\_\_

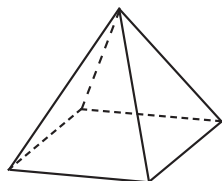


c) How many corners are on a cube? \_\_\_\_\_



1. 6  
2. 8  
3. 10

d) How many faces on a pyramid? \_\_\_\_\_



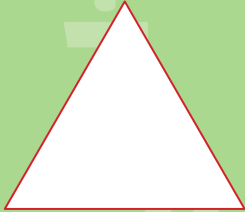
1. 5  
2. 7  
3. 8

# Flips, Slides, Turns

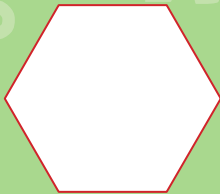


Trace the flip, slide, or turn of each pattern block.

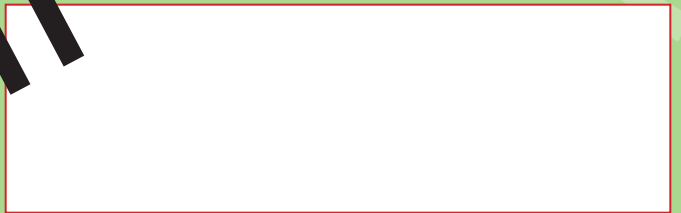
a) Flip the shape from top to bottom.



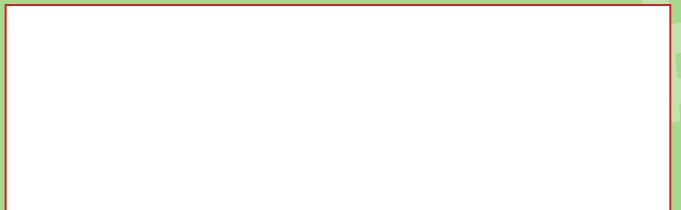
b) Turn the shape  $1/4$  turn.



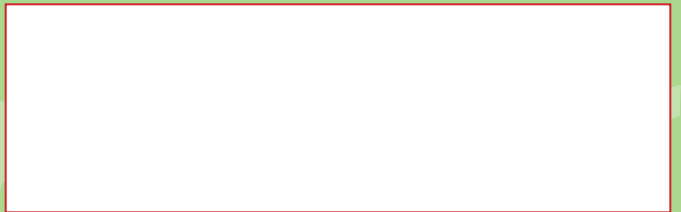
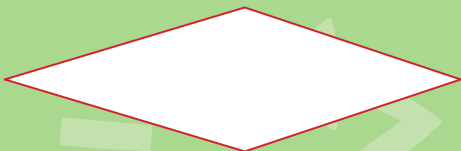
c) Slide the shape.



d) Flip the shape from side to side.



e) Turn the shape  $1/4$  turn.



SAMPLE