

NCTM Process Standards Rubric



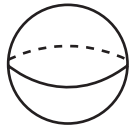
Geometry – Drill sheets

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>GOAL 1: Problem Solving</p> <ul style="list-style-type: none"> • 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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>GOAL 2: Reasoning & Proof</p> <ul style="list-style-type: none"> • 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. 																					
<p>GOAL 3: Communication</p> <ul style="list-style-type: none"> • 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. 																					
<p>GOAL 4: Connections</p> <ul style="list-style-type: none"> • 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. 																					
<p>GOAL 5: Representation</p> <ul style="list-style-type: none"> • 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. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

SAMPLE



12a) Answer the following questions by using the picture below to find the locations of the shapes.



sphere



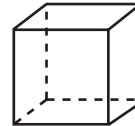
cone



cylinder



pyramid



cube



rectangular prism

1) Which shape is **3rd**? _____

2) Which shape is **last**? _____

3) Which shape is **before the cone**? _____

4) Which shape is **after the cube**? _____

5) Which position is the **cylinder** in? _____

6) Which shape is **2nd**? _____

7) Which shape is **5th**? _____

8) Which position is the **pyramid** in? _____

9) Which shape is **1st**? _____

10) Which shape is **in between** the cone and the pyramid?

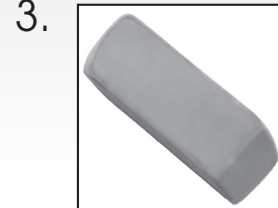
SAMPLE

NAME: _____

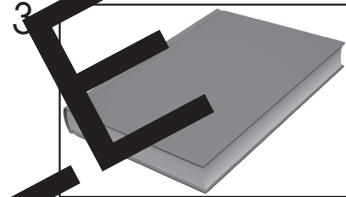
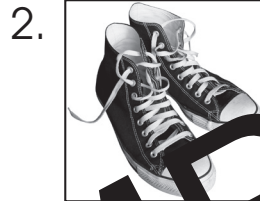
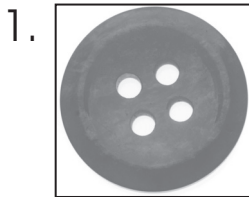


Review A

a) Which item has the same shape as a circle? _____



b) Which item has the same shape as a rectangle? _____

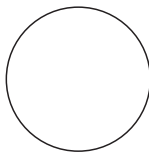


c) What is the name of the shape.



- 1. rectangle
- 2. circle
- 3. triangle

d) What is the name of the shape.



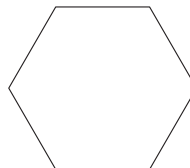
- 1. square
- 2. circle
- 3. trapezoid

e) Which shape will complete the pattern?



- 1. circle
- 2. square
- 3. triangle

f) Draw a line of symmetry.



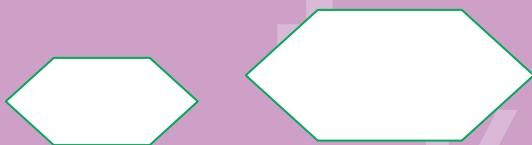
Congruent or Similar



Congruent means two shapes are the same size and same shape.
Similar means two shapes are either the same size or the same shape, but not both.

Are the shapes below congruent or similar?

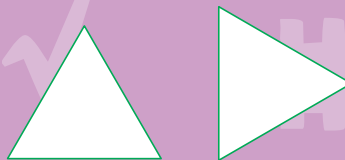
a)



similar

congruent

b)



similar

congruent

c)



similar

congruent

d)



similar

congruent

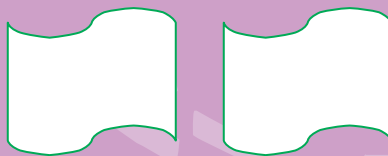
e)



similar

congruent

f)



similar

congruent

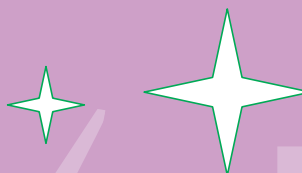
g)



similar

congruent

h)



similar

congruent

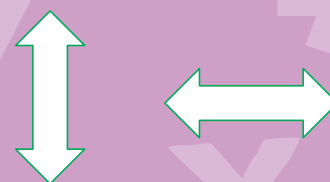
i)



similar

congruent

j)



similar

congruent