

NCTM Process Standards Rubric

Measurement – Drill Sheets

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



2a) Look at the following pictures. Do the pictures show something hot or cold? Circle your answer for each picture.

Ex:



HOT/COLD

1)



HOT/COLD

2)



HOT/COLD

3)



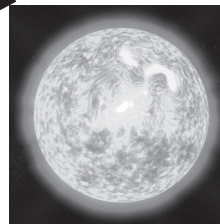
HOT/COLD

4)



HOT/COLD

5)



HOT/COLD

6)



HOT/COLD

7)



HOT/COLD

8)



HOT/COLD

9)



HOT/COLD

SAMPLE



Review A



a) What unit would be used to measure each animal. Circle the correct answer.

1)



pound (kg) ton (ton)

2)



inch (cm) feet (m)

3)



pound (kg) ounce (gram)

4)



inch (mm) feet (m)

b) What time is written on each clock?

1)



2)



c) Which unit would you use to measure each item. Circle the correct answer.

- | | | |
|------------------------------|--------------|----------------|
| 1) Weight of a water bottle: | cup (cup) | gallon (liter) |
| 2) Weight of a candy bar: | kg (pound) | ounce (gram) |
| 3) Height of a shoe: | inches (cm) | feet (meter) |
| 4) Weight of a book: | ounce (gram) | pound (kg) |

Measurements



Look at the following measurements below. Work with a partner or in a small group. Try to find an object in your classroom that is equal to the measurement. Write the name of the object on the line provided.

Length = 1 foot (0.3 m) _____

Width = 10 inches (25.5 cm) _____

Height = 1.5 inches (4 cm) _____

Weight = 10 ounces (283.5 grams) _____

Weight = 5 ounces (141.5 grams) _____

Weight = 3 pounds (1.5 kg) _____

Capacity = 2 cups _____

Capacity = 2 pints (1 liter) _____

Capacity = 1 gallon (3.5 liters) _____

Length = 12 inches (30.5 cm) _____

SAMPLE