

# Process Standards Rubric

## Number and Operations – 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	GOAL 4: Connections	GOAL 5: Representation
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		✓	✓	✓	✓	✓
Warm-up 2		✓	✓	✓	✓	✓
Timed Drill 2		✓	✓	✓	✓	✓
Warm-up 3		✓	✓	✓	✓	✓
Timed Drill 3		✓	✓	✓	✓	✓
Warm-up 4		✓	✓	✓	✓	✓
Timed Drill 4		✓	✓	✓	✓	✓
Warm-up 5		✓	✓	✓	✓	✓
Timed Drill 5		✓	✓	✓	✓	✓
Warm-up 6		✓	✓	✓	✓	✓
Timed Drill 6		✓	✓	✓	✓	✓
Timed Drill 7		✓	✓	✓	✓	✓
Timed Drill 8		✓	✓	✓	✓	✓
Warm-up 9		✓	✓	✓	✓	✓
Timed Drill 9		✓	✓	✓	✓	✓
Warm-up 10		✓	✓	✓	✓	✓
Timed Drill 10		✓	✓	✓	✓	✓
Timed Drill 11		✓	✓	✓	✓	✓
Review A		✓	✓	✓	✓	✓
Review B	✓	✓	✓	✓	✓	
Review C	✓	✓	✓	✓	✓	



8a) Compare the following numbers using either  $>$ , or  $<$ , or  $=$ .

i)  $6/7$    $3/4$

ii)  $7/8$    $2/3$

iii)  $1/3$    $2/5$

iv)  $4/3$    $5/4$



b) Solve the following.

i)  $(44 + 23) - 42 \div 6 =$

ii)  $33 + 12 \div 4 + (40 + 15) =$

iii)  $(24 \div 8)^2 =$

iv)  $4^2 - 12 + (28 - 18)^2 =$

c) Round the following number to the nearest whole number.

Ex:  $255.13 = 256$

i)  $365.12 =$

ii)  $4199.89 =$

iii)  $0.513 =$

d) Put the following sets of decimals in order from least to greatest.

i)  $0.404, 0.66, 1.01, 1.6, 1, 0.1, 0$  \_\_\_\_\_

ii)  $5.203, 5.003, 5.666, 3.50$  \_\_\_\_\_

e) Divide the following and round to the nearest hundredth.

i)  $567.32 \div 17 =$

ii)  $12.672 \div 3.2 =$

iii)  $\$652.08 \div 13 =$

iv)  $198.80 \div 71 =$



**Reflection**

You take your two best friends out for lunch. Your treat! The bills come to \$14.50, \$12.80 and \$15.75. If you tip the waitress 15%, what is your total bill (to the closest cent)?

Answer:

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



# Review B

a) What is the number 10 000 before the following:

i)	80 252	
ii)	952 873.6	

b) Multiply the following.

i)  $5902 \times 245$

ii)  $\$53.90 \times 376$

iii)  $765.1 \times 23.5$

iv)  $53.01 \times 3.7$

c) Calculate the mean, median and mode for the following list of numbers.

390, 440, 280, 782, 440, 336, 316

Mean	
Median	
Mode	

d) Record the following number in the accompanying place value chart. 29 064.013

Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

e) Solve the following.

i)  $1/3 \times 4/5 =$

ii)  $7/8 \div 1/4 =$

iii)  $7 \times 1/5 \times 2/7 =$

iv)  $2/3 \div 1/8 \times 1/2 =$

v)  $6.2 \times 10^2 =$

vi)  $0.002 \times 10^3 =$

# Place Value, Ordering



a) Solve the following.

i)  ×  =

ii)  +  =

b) Write greater than (>), less than (<), or equal to (=) in the box between the two numbers.

i) \_\_\_\_\_  \_\_\_\_\_

ii) \_\_\_\_\_  \_\_\_\_\_

iii) \_\_\_\_\_  \_\_\_\_\_

c) Which number is modeled in the place-value chart below?

100 Thousands	10 Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Answer: \_\_\_\_\_

d) Round each number to the nearest thousand.

i)	<input type="text"/>	ii)	<input type="text"/>	iii)	<input type="text"/>
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e) Write the following group of numbers in order from least to greatest.

i)	<input type="text"/>
	<input type="text"/>