

# Process Standards Rubric

## Number and Operations – Drill Sheets

Expectations		Drills																				
Instructional programs from pre-kindergarten through grade 12 should enable all students to:		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	
<b>GOAL 1:</b>	<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 2:</b>	<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 3:</b>	<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 4:</b>	<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 5:</b>	<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: \_\_\_\_\_



**1a) List the following numbers in order from greatest to least.** Ex: 1.2, 0.12, 12.1 = 12.1, 1.2, 0.12

i) 2.250, 12.50, 0.225, 225.0 \_\_\_\_\_

ii) 23 101, 23 011, 32 211, 31 021 \_\_\_\_\_



**b) Write the following numbers in words.** Ex: 201 = two hundred one

i) 97 204 = \_\_\_\_\_

ii) 106 597 = \_\_\_\_\_

iii) 325 193 = \_\_\_\_\_

**c) Find the value of each percent.** Ex: 10% of 6 =  $10 \times 0.10 = 1$

i) 75% of 36

ii) 20% of 85

**d) What fractions are shaded?** Ex:  =  $1 \frac{1}{2}$

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

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

**e) What is the place value of the underlined digit?** Ex: 123 = tens

i) 4567 = \_\_\_\_\_

ii) 345.78 = \_\_\_\_\_



	Pizza	Drink
Caleb	\$3.29	\$2.56
Isaac	\$4.25	\$2.80
Hope	\$4.19	\$1.99
Ella	\$2.79	\$1.49

Caleb, Isaac, Hope and Ella each bought a pizza slice and drink. Their choices are shown in the accompanying box. Which person should receive change of about \$3.00 from \$10.00?

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"/>