

# Process Standards Rubric



## Geometry – Drill Sheets

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		
	<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<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>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<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: \_\_\_\_\_



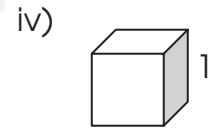
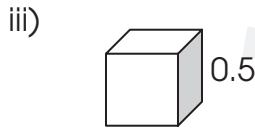
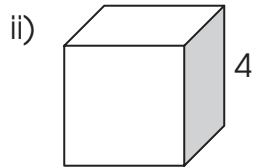
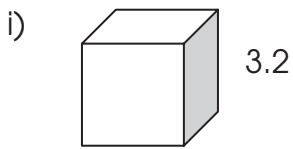
**17a) Find the volume of the cubes below.**

Formula:  $\text{volume} = \text{side}^3$



side = 3

volume =  $3 \times 3 \times 3$   
volume = 27 cubic units

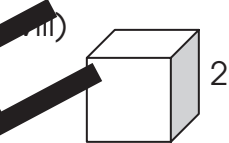
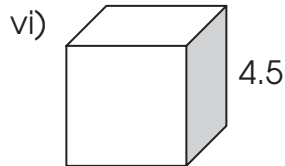
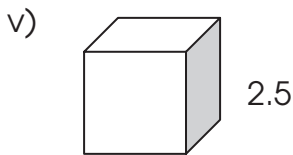


Volume = \_\_\_\_\_

Volume = \_\_\_\_\_

Volume = \_\_\_\_\_

Volume = \_\_\_\_\_

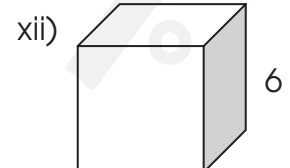
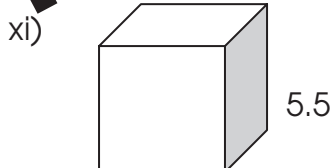
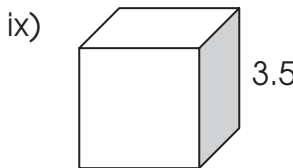


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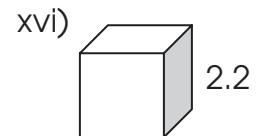
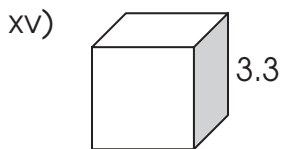
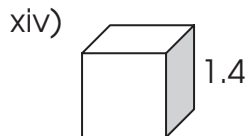
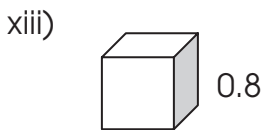


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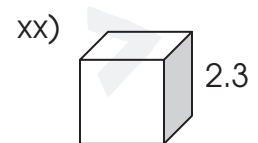
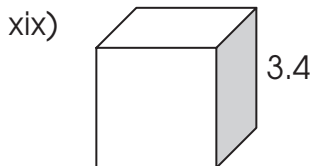
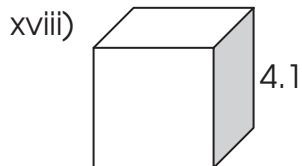
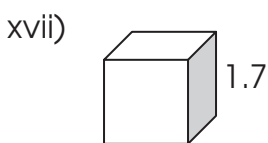


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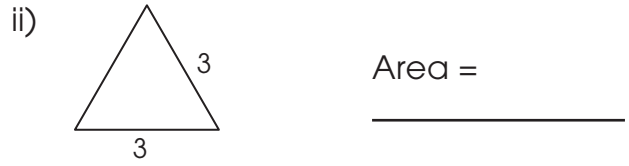
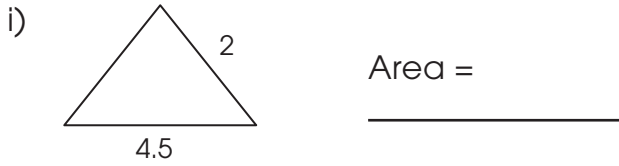
Volume = \_\_\_\_\_

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

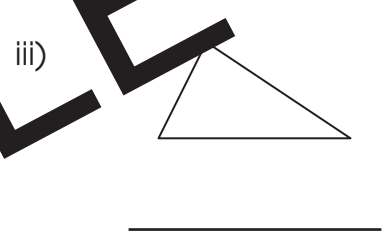
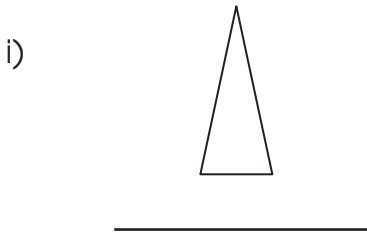


# Review B

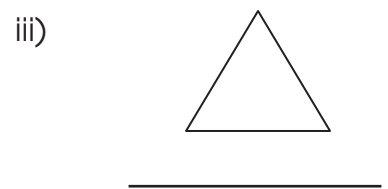
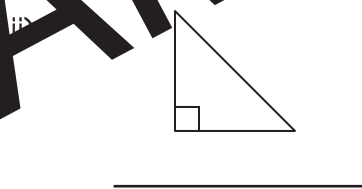
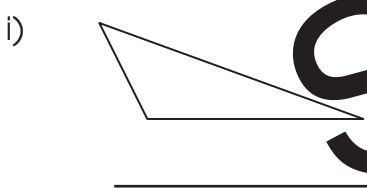
## a) Find the area of each triangle.



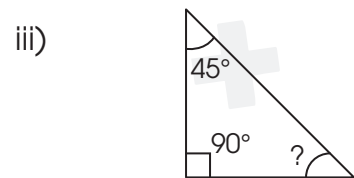
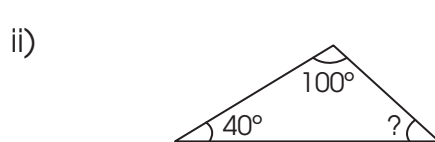
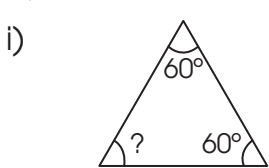
## b) Describe each triangle by its sides as isosceles, scalene, or equilateral.



## c) Describe each triangle by its angles as acute, right, or obtuse.



## d) Find the missing angle.

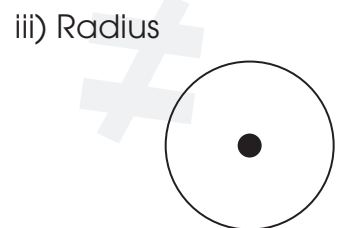
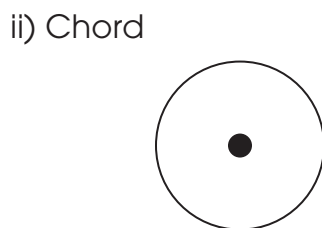
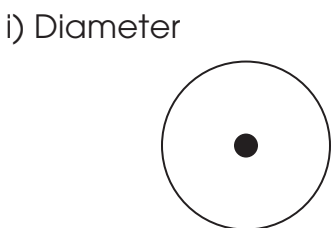


The missing angle is \_\_\_\_\_°

The missing angle is \_\_\_\_\_°

The missing angle is \_\_\_\_\_°

## e) Draw the line on each circle.



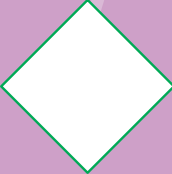
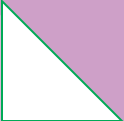
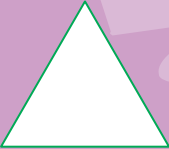
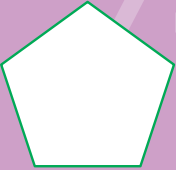


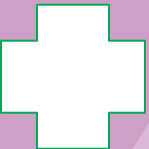


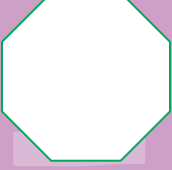
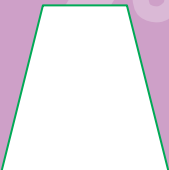




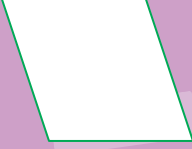

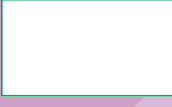


# Regular and Irregular Polygons

a) Classify each shape as regular or irregular.

**Regular polygons:** all sides are the same length and all angles are equal.

**Irregular polygons:** the sides are of differing lengths and the angles are not the same.

i)  _____	ii)  _____	iii)  _____	iv)  _____
v)  _____	vi)  _____	vii)  _____	viii)  _____
ix)  _____	x)  _____	xi)  _____	xii)  _____
xiii)  _____	xiv)  _____	xv)  _____	xvi)  _____
xvii)  _____	xviii)  _____	xix)  _____	xx)  _____