

Claim 1: Concepts and Procedures. Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	<p>A. Understand ratio concepts and use ratio reasoning to solve problems. Evidence Required:</p> <ol style="list-style-type: none"> 1. The student uses ratio language to describe a ratio relationship. 2. The student determines the unit rate associated with a real-world ratio. 3. The student finds missing values in tables of equivalent ratios. 4. The student plots coordinate pairs to represent equivalent ratios. 5. The student makes tables of equivalent ratios relating quantities with whole-number measurements. 6. The student solves real-world problems involving unit rate. 7. The student solves mathematical problems involving finding the whole, given a part and the percent. 8. The student solves real-world and mathematical problems involving finding a percent of a quantity as a rate per 100. 9. The student uses ratio reasoning to convert measurement units. 10. The student uses ratio reasoning to manipulate and transform units appropriately when multiplying or dividing quantities. 	6.RP.1, 6.RP.2, 6.RP.3	2	High	65-75%
	<p>B. Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Evidence Required:</p> <ol style="list-style-type: none"> 1. The student interprets quotients of fractions using visual fraction models, equations, and the relationship between multiplication and division. 2. The student solves real-world and mathematical one-step problems involving division of fractions by fractions. 	6.NS.1			
	<p>C. Compute fluently with multi-digit numbers and find common factors and multiples. Evidence Required:</p> <ol style="list-style-type: none"> 1. The student divides multi-digit numbers. 2. The student adds, subtracts, multiplies, and divides multi-digit decimals. 3. The student determines the greatest common factor of two whole numbers. 4. The student determines the least common multiple of two whole numbers. <p>The student uses the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor.</p>	6.NS.2, 6.NS.3, 6.NS.4	1	Low	

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Not used in this grade	<p>D. Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>Evidence Required:</p> <ol style="list-style-type: none"> 1. The student uses positive and negative numbers to represent quantities in real-world contexts. 2. The student can identify the location of ordered pairs on the coordinate plane based on the signs of the numbers in an ordered pair. 3. The student locates and positions integers and other rational numbers on a number line. 4. The student positions ordered pairs of integers and other rational numbers on a coordinate plane. 5. The student interprets statements about inequalities as relative position on a number line. 6. The student writes and interprets statements about the order of rational numbers in real-world contexts. 7. The student represents the absolute value of a rational number as the distance from zero on a number line. 8. The student can make comparisons of absolute value from statements about order. 9. The student solves real-world and mathematical problems by graphing ordered pairs on a coordinate plane and using coordinates and absolute value to find the distances between points with same first coordinate or same second coordinate. 	6.NS.5, 6.NS.6, 6.NS.7, 6.NS.8	2	High	Claim 1 cont. 65-75%
	<p>E. Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Evidence Required:</p> <ol style="list-style-type: none"> 1. The student evaluates numerical expressions involving whole-number exponents. 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. 3. The student uses mathematical terms to describe expressions. 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. 5. The student creates equivalent expressions by applying properties of operations. 6. The student identifies when expressions are equivalent by utilizing properties of operations. 	6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4			

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Not used in this grade	<p>F. Reason about and solve one-variable equations and inequalities.</p> <p>Evidence Required:</p> <ol style="list-style-type: none"> The student uses substitution in one-variable equations and inequalities. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. The student represents solutions of inequalities in real-world and mathematical problems on a number line. 	6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8	2	High	Claim 1 cont. 65-75%
	<p>G. Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Evidence Required:</p> <ol style="list-style-type: none"> The student writes an equation to express one quantity versus another quantity using dependent and independent variables. The student identifies the relationship between dependent and independent variables from graphs and tables and relates them to equations. 	6.EE.9			
	<p>H. Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>Evidence Required:</p> <ol style="list-style-type: none"> The student determines the area of triangles, special quadrilaterals, and polygons using composition and decomposition in solving real-world and mathematical problems. The student determines the volume of right rectangular prisms with fractional edge lengths in solving real-world and mathematical problems. The student draws polygons in the coordinate plane, given coordinates for the vertices in the context of solving real-world and mathematical problems. The student determines the length of a side of a polygon in the coordinate plane, given coordinates for the vertices in the context of solving real-world and mathematical problems. The student determines the surface area of three-dimensional figures formed by nets of polygons in the context of solving real-world and mathematical problems. The student identifies, compares, or describes attributes and properties of circles (radius, and diameter). 	6.G.1, 6.G.2, 6.G.3, 6.G.4, 6.G.5	2	Medium	

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Not used in this grade	<p>I. Develop an understanding of statistics variability. Evidence Required</p> <ol style="list-style-type: none"> 1. The student recognizes a statistical question as one that anticipates variability. 2. The student identifies statements that describe the center and/or spread, and/or overall shape of a set of data. 3. The student recognizes that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. 	6.SP.1, 6.SP.2, 6.SP.3			
	<p>J. Summarize and describe distributions. Evidence Required:</p> <ol style="list-style-type: none"> 1. The student displays numerical data on line plots, dot plots, histograms, and box plots. 2. The student summarizes numerical data sets by describing the nature of the attribute under investigation, including how it was measured, its units of measurement, and number of observations. 3. The student summarizes numerical data sets by determining quantitative measures of center (median and/or mean) and variability (interquartile range, range, and/or mean absolute deviation). 4. The student summarizes numerical data sets by describing any overall pattern and any striking deviations from the overall pattern in reference to the quantitative measures. 5. The student summarizes numerical data sets by relating the choice of measures of center and variability to the shape of the data distribution or context data gathered. 6. The student determines whether a game is mathematically fair or unfair by explaining the probability of all possible outcomes. 7. The student solves or identifies solutions to problems involving possible combinations. 	6.SP.4, 6.SP.5, 6.SP.6, 6.SP.7	2	Low	Claim 1 cont. 65-75%

Claim 2: Problem Solving. Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problems solving strategies.

Focus	Target	Standard	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	<p>A-D</p> <p>A. Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace.</p> <p>B. Select and use appropriate tools strategically.</p> <p>C. Interpret results in the context of a situation.</p> <p>D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).</p>	<p>Focus Clusters: 6.RP.A, 6.NS.A, 6.NS.C, 6.EE.A, 6.EE.B, 6.EE.C, 6.G.A* *denotes minor clusters</p>	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%

Claim 3: Communicating Reason. Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of other.

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Not used in this grade.	<p>A-F</p> <p>A. Test propositions or conjectures with specific examples.</p> <p>B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</p> <p>C. State logical assumptions being used.</p> <p>D. Use the technique of breaking an argument into cases.</p> <p>E. Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument— explain what it is.</p> <p>F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.</p>	<p>Focus Clusters/Standards: 6.RP.A, 6.RP.3, 6.NS.A, 6.NS.1, 6.NS.C, 6.NS.5, 6.NS.6, 6.NS.7, 6.EE.A, 6.EE.3, 6.EE.4, 6.EE.B, 6.EE.6, 6.EE.9</p>	3	Tasks limited to machine-scorable responses, so not all Targets may be addressed.	8-12%

Claim 4: Modeling and Data Analysis. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Focus	Target	Standards	Goal DOK	Relative Emphasis/ Comments	%
Not used in this grade.	<p>A-G</p> <p>A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.</p> <p>B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.</p> <p>C. State logical assumptions being used.</p> <p>D. Interpret results in the context of a situation.</p> <p>E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.</p> <p>F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).</p> <p>G. Identify, analyze, and synthesize relevant external resources to pose or solve problems. (performance tasks only)</p>	<p>Focus Clusters: 6.RP.A, 6.NS.A, 6.NS.C, 6.EE.B, 6.EE.C, 6.G.A*, 6.SP.A*, 6.SP.B* *denotes minor clusters</p>	3	<p>Tasks limited to machine-scorable responses, so not all Targets may be addressed.</p>	8-12%