



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(RP) Ratios and Proportional Relationships Grade 6, Standard 1	Understand ratio concepts and use ratio reasoning to solve problems.	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	<u>6.RP.1 Understand and Describe Ratios</u> <STUDENT> will demonstrate an understanding of the concept of a ratio by using ratio language to describe a ratio relationship between two quantities <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(RP) Ratios and Proportional Relationships Grade 6, Standard 2	Understand ratio concepts and use ratio reasoning to solve problems.	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	<u>6.RP.2 Explain Unit Rate and Ratios</u> < Student> will explain orally and/or in writing the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ and use rate language in the context of a ratio relationship <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(RP) Ratios and Proportional Relationships Grade 6, Standard 3	Understand ratio concepts and use ratio reasoning to solve problems.	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	<u>6.RP.3 Complete Ratio Tables</u> <STUDENT> will make and/ or complete tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and use the tables to compare ratios and/or plot points on the coordinate grid <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RP.3 Solve Rate Problems</u> <STUDENT> will solve rate problems involving unit pricing, constant speed, and find a percent of a quantity as a rate per 100 (solve problems involving finding the whole when given a part and percent) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.RP.3 Use Ratios to Convert Measurement Units</u> <STUDENT> will use ratio reasoning to convert measurement units or ratio reasoning to manipulate and transform units appropriately when multiplying or dividing quantities <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(NS) Number System Grade 6, Standard 1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	6.NS.1 Division of Fractions by Fractions <STUDENT> will solve word problems involving division of fractions by fractions, by using visual fraction models and equations to represent the problem <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(NS) Number System Grade 6, Standard 2	Compute fluently with multi-digit numbers and find common factors and multiples.	Fluently divide multi-digit numbers using the standard algorithm.	6.NS.2 Fluently Divide Multidigit Numbers <STUDENT> will fluently divide multi-digit numbers using the standard algorithm <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(NS) Number System Grade 6, Standard 3	Compute fluently with multi-digit numbers and find common factors and multiples.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	6.NS.3 Add, Subtract, Multiply, Divide Decimals <STUDENT> will fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(NS) Number System Grade 6, Standard 4	Compute fluently with multi-digit numbers and find common factors and multiples.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	6.NS.4 Find Greatest Common Factor <STUDENT> will find the greatest common factor of two whole numbers less than or equal to 100 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.NS.4 Find Least Common Multiple <STUDENT> will find the least common multiple of two whole numbers less than or equal to 12 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.NS.4 Use Distributive Property <STUDENT> will use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(NS) Number System Grade 6, Standard 5	Apply and extend previous understandings of numbers to the system of rational numbers.	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	6.NS.5 Use Positive and Negative Numbers <Student > will use positive and negative numbers to represent quantities in real-world contexts having opposite directions or values, and explain the meaning of 0 in each situation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(NS) Number System Grade 6, Standard 6	Apply and extend previous understandings of numbers to the system of rational numbers.	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p><u>6.NS.6 Identify Opposite Signs of Numbers</u></p> <p><STUDENT> will be able to identify opposite signs of numbers as indicating locations on opposite sides of 0 on the number line, and will identify the opposite of the opposite of a number as the number itself <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.NS.6 Identify Signs of Numbers in Ordered Pairs</u></p> <p><STUDENT> will be able to identify the signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.NS.6 Integers, Rational Numbers on a Number Line</u></p> <p><Students> will locate and position integers and other rational numbers on a horizontal or vertical number line and/or locate and position pairs of integers and other rational numbers on a coordinate plane <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(NS) Number System Grade 6, Standard 7	Apply and extend previous understandings of numbers to the system of rational numbers.	<p>Understand ordering and absolute value of rational numbers</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	<p><u>6.NS.7 Statements of Inequalities</u></p> <p><STUDENT> will identify statements of inequalities as statements about the relative position of two numbers on a number line diagram with <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy..</p>
			<p><u>6.NS.7 Statements of Order for Rational Numbers</u></p> <p><STUDENT> will write and explain statements of order for rational numbers in real-world contexts (for example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.NS.7 Absolute Value</u></p> <p><STUDENT> will identify the absolute value of a rational number as its distance from zero on a number line and describe absolute value as a magnitude for positive or negative quantity in a real world situation (for example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
(NS) Number System Grade 6, Standard 8	Apply and extend previous understandings of numbers to the system of rational numbers.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<p><u>6.NS.8 Graph in Coordinate Plane</u></p> <p><STUDENT> will graph points in all four quadrants of the coordinate plane, and use coordinates and absolute value to find distances between points with the same first or same second coordinate <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(EE) Expressions and Equations Grade 6, Standard 1	Apply and extend previous understandings of arithmetic to algebraic expressions.	Write and evaluate numerical expressions involving whole-number exponents.	6.EE.1 Write/Solve Expressions with Exponents <STUDENT> will write and/or solve numerical expressions involving whole-number exponents <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(EE) Expressions and Equations Grade 6, Standard 2	Apply and extend previous understandings of arithmetic to algebraic expressions.	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i> b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i>	6.EE.2 Write Expressions <STUDENT> will write expressions that record operations with numbers and with letters standing for numbers <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.EE.2 Identify Parts of Expressions using Mathematical Terms <STUDENT> will identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient) and express one or more parts of an expression as a single entity <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.EE.2 Perform Arithmetic Operations in Conventional Order <STUDENT> will perform arithmetic operations including those that involve whole number exponents in the conventional order when there are no parentheses <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.EE.2 Solve Expressions Using Order of Operations <STUDENT> will solve expressions at specific values of their variables, including expressions that arise from formulas or including those involving whole number exponents, following the order of operation used in real-world problems <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(EE) Expressions and Equations Grade 6, Standard 3	Apply and extend previous understandings of arithmetic to algebraic expressions.	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.	6.EE.3 Generate Equivalent Expressions <STUDENT> will choose the correct property of operation to generate equivalent expressions <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(EE) Expressions and Equations Grade 6, Standard 4	Apply and extend previous understandings of arithmetic to algebraic expressions.	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.	6.EE.4 Identify Equivalent Expressions <STUDENT> will identify when two expressions are equivalent <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(EE) Expressions and Equations Grade 6, Standard 5	Reason about and solve one-variable equations and inequalities.	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	6.EE.5 Solve and Equation or Inequality <STUDENT> will use values from a specified set, if any, to solve an equation or inequality <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.EE.5 Use Substitution in Equations, Inequalities <STUDENT> will use substitution to determine whether given numbers in a specified set make an equation or inequality true <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(EE) Expressions and Equations Grade 6, Standard 6	Reason about and solve one-variable equations and inequalities.	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	6.EE.6 Use Variables to Represent Numbers <STUDENT> will use variables to represent numbers when real-world or mathematical problem <UNDER_WHAT_CONDITION> as solving a measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(EE) Expressions and Equations Grade 6, Standard 7	Reason about and solve one-variable equations and inequalities.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	6.EE.7 Write Equations Using Non-Negative Rational Numbers <STUDENT> will solve real-world and mathematical problems by writing equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all non-negative rational numbers <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(EE) Expressions and Equations Grade 6, Standard 8	Reason about and solve one-variable equations and inequalities.	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	6.EE.8 Write an Inequality <STUDENT> will write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.EE.8 Represent Solutions of Inequalities <STUDENT> will represent solutions of inequalities, such as $x > c$ or $x < c$, on number line diagrams <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(EE) Expressions and Equations Grade 6, Standard 9	Represent and analyze quantitative relationships between dependent and independent variables.	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	<u>6.EE.9 Use Variables to Represent Two Quantities</u> <STUDENT> will use variables to represent two quantities in a real-world problem that changes in relationship to one another <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.EE.9 Use Variables to Write Equations</u> <STUDENT> will use variables to write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, or thought of as the independent variable <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			<u>6.EE.9 Analyze Relationships between Variables</u> <STUDENT> will analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(G) Geometry Grade 6, Standard 1	Solve real-world and mathematical problems involving area, surface area, and volume.	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<u>6.G.1 Find Area of Triangles, Polygons</u> <STUDENT> will find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes and apply this to real-world and mathematical problems <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(G) Geometry Grade 6, Standard 2	Solve real-world and mathematical problems involving area, surface area, and volume.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	6.G.2 Use Cubes to Find Volume of Prism <STUDENT> will find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.G.2 Use Multiplication of Sides to Find Volume of Prism <STUDENT> will demonstrate that the volume of a right rectangular prism is found by multiplying the edge lengths of the prism <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.G.2 Apply Formulas to Find Volume of Prism <STUDENT> will apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
(G) Geometry Grade 6, Standard 3	Solve real-world and mathematical problems involving area, surface area, and volume.	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	6.G.3 Draw Polygons in Coordinate Plane <STUDENT> will draw polygons in the coordinate plane given coordinates for the vertices and apply this technique in the context of solving real-world and mathematical problems <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.
			6.G.3 Use Coordinates to Find Length <STUDENT> will use coordinates to find the length of a side joining points with the same first or same second coordinate and apply this technique in the context of solving real-world and mathematical problems <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.



Grade: 6			
Domain	Cluster	Full Standard	Associated Goal Stems
(SP) Statistics and Probability Grade 6, Standard 4	Summarize and describe distributions.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	<p><u>6.SP.4 Display Data on Number Lines, Plots</u></p> <p><STUDENT> will display numerical data in plots on a number line, dot plots, histograms, and/ or dot plots <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p>(SP) Statistics and Probability Grade 6, Standard 5</p>
(SP) Statistics and Probability Grade 6, Standard 5	Summarize and describe distributions.	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	<p><u>6.SP.5 Describe Attribute, How it Was Measured</u></p> <p><STUDENT> will summarize numerical data sets by describing the nature of the attribute under investigation, describing how it was measured, its units of measurement, and reporting the number of observations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.SP.5 Give Quantitative Measures of Center, Variability</u></p> <p><STUDENT> will summarize numerical data sets by giving quantitative measures of center (median and /or mean) and/or variability (interquartile range and/or mean absolute deviation) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>
			<p><u>6.SP.5 Describe Overall Patterns/Deviations</u></p> <p>Given a data set, <STUDENT> will describe any overall patterns and deviations from the overall pattern with reference to the context in which the data was gathered and will relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.</p>