

Chapter 6 Grade 6 – Mathematics District Benchmark - Standard Referenced Reporting Tool

Standards Key:

- 4. I exceed all skills within the standard by demonstrating more complex understanding
- 3. I demonstrate all skills within the standard
- 2. I demonstrate some skills within the standard
- 1. With help, I can demonstrate some skills within the standard
- 0. Even with help, I cannot demonstrate skills within the standard

No Score - Not assessed or not yet taught

Standard	Question Number	Score	Overall (Standard) Score
6.SP.1 Recognize a statistical question as one that anticipates variability <i>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>	1		
6.SP.2 Understand data distribution can be described by its center/spread/shape <i>Understand that a set of data has a distribution that can be described by its center (mean, median, or mode), spread (range), and overall shape and can be used to answer a statistical question.</i>	2		
6.SP.3 Recognize the ways measures of center & range represent a data set <i>Recognize that a measure of center (mean, median, or mode) for a numerical data set summarizes all of its values with a single number, while a measure of variation (range) describes how its values vary with a single number.</i>	3a		
	3b		
6.SP.4 Display data in plots on a number line, histograms & box plots <i>Display numerical data in plots on a number line, including dot or line plots, histograms and box (box and whisker) plots.</i>	4		
6.SP.5 Summarize numerical data sets in relation to their context <i>a. Reporting the number of observations (occurrences);</i> <i>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement;</i> <i>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any outliers with reference to the context in which the data were gathered;</i> <i>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</i>	5a		
	5b		
	5c		
	5d		
	6		
	7		

TRADITIONAL GRADING:

For traditional grading, each answer is worth 1 point. A question may have multiple parts thus, may be worth more than 1 point. Please read answer key for descriptions of how partial credit can be earned.

Chapter 6 total points = **16**