

**Chapter 7** 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
<b>6.RP.1 Describe the relationship between 2 quantities using ratio language</b> <i>Write and describe the relationship in real life context between two quantities using ratio language. 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.”</i>	1		
	2		
<b>6.RP.2 Understand the concept of a unit rate &amp; apply it to solve problems</b> <i>Understand the concept of a unit rate (a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship) and apply it to solve real world problems (e.g., unit pricing, constant speed). 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.”</i>	3		
	4		
<b>6.RP.3 Use ratio &amp; rate reasoning to solve real-world mathematical problems</b> <i>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, and understand equivalencies. b. Solve unit rate problems including those involving unit pricing and constant speed. 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? 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 between given measurement systems (e.g., convert kilometers to miles); manipulate and transform units appropriately when multiplying or dividing quantities.</i>	4		
	5		
	6		
	7		
	8		
<b>6.NS.6 Understand a rational number as a point on the number line</b> <i>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; 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;</i>	6		

**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 7 total points = **18**