Chapter 9 Grade 6 – Mathematics District Benchmark - Standards Referenced Scoring 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.NS.5 Understand that positive & negative #s have opposite values *Understand that positive and negative numbers 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, explain the meaning of 0 in each situation.*	1		
6.NS.6 Understand a rational number as a point on the number line *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;* *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;* *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;* *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.*	2 3a 3b 3c		
6.NS.7 Understand ordering & the absolute value of rational numbers *Understand ordering and absolute value of rational numbers; a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. 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; b. Write, interpret, and explain statements of order for rational numbers in real-world contexts; For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC; 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. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars; d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars;*	4 5 6		
6.NS.8 Solve real-world & mathematical problems by graphing points *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.*	7a 7b		
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices *Draw polygons in the coordinate plane given coordinates for the vertices; determine the length of a side joining the coordinates of vertices with the same first or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.*	8		

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 = **15**