



# CW Middle School

## Mathematics 6 B

### 1. Fraction Operations, Ratios, and Decimal Division (50.00%)

#### Learning Targets

1.1 I can write ratios and use ratio language to describe a relationship between two quantities. I can find several equivalent ratios and explain or show why they are equivalent.

Learning Target	Descriptor	Definition
4	Proficient	I can write ratios and use ratio language to describe a relationship between two quantities. I can find several equivalent ratios and explain or show why they are equivalent.
3	Developing	I can write a ratio and use some ratio language to describe a relationship between two quantities. I find one equivalent ratio.
2	Basic	I can write a ratio three different ways from a real-world example.
1	Minimal	I can write a ratio one way from a real world example.
0	No Evidence	No evidence shown.

1.2 I can draw a picture or use a tape diagram to represent a ratio relationship and use this drawing to solve a variety of complex problems.

Learning Target	Descriptor	Definition
4	Proficient	I can draw a picture or use a tape diagram to represent a ratio relationship and use this drawing to solve a variety of complex problems.
3	Developing	I can draw a picture or use a tape diagram to represent a ratio relationship and use this to solve basic problems with easy to use numbers.
2	Basic	I can draw a picture or tape diagram to represent a ratio relationship but struggle to interpret it to answer questions.
1	Minimal	I can begin to draw a picture or tape diagram, but can't completely fill it out or finish the drawing.
0	No Evidence	No evidence shown.

1.3 I can create and complete rate tables with equivalent ratios and accurately graph the results . I can use division or a rate table to find unit rates.

Learning Target	Descriptor	Definition
4	Proficient	I can create and complete rate tables with equivalent ratios and accurately graph the results . I can use division or a rate table to find unit rates.
3	Developing	I can complete complete rate tables, but may struggle to graph the results. I can use division or a rate table to find most unit rates.



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Learning Target	Descriptor	Definition
2	Basic	I can partially complete rate tables and partially graph the results. I can find some unit rates.
1	Minimal	I struggle with unit rates and can't complete a rate table for missing unknown quantities.
0	No Evidence	No evidence shown.

**1.4 I can apply the traditional long division algorithm to accurately divide multi-digit decimals by multi-digit decimals. I can apply the division algorithm to real-life problems and interpret remainders correctly.**

Learning Target	Descriptor	Definition
4	Proficient	I can apply the traditional long division algorithm to accurately divide multi-digit decimals by multi-digit decimals. I can apply the division algorithm to real-life problems and interpret remainders correctly.
3	Developing	I can apply the traditional division algorithm to accurately divide multi-digit decimals by multi-digit decimals.
2	Basic	I can apply the traditional division algorithm, but struggle with accuracy or moving the decimal to the correct spot.
1	Minimal	I can set up the traditional division algorithm, but can't accurately solve dividing decimal problems.
0	No Evidence	No evidence shown.

**1.5 I can fluently convert between fractions, decimals, and percents. I can apply division to a fraction to find the decimal and percent. I can solve real-life "percent of" problems.**

Learning Target	Descriptor	Definition
4	Proficient	I can fluently convert between fractions, decimals, and percents. I can apply division to a fraction to find the decimal and percent. I can solve real-life "percent of" problems.
3	Developing	I can fluently convert between all fractions, decimals, and percents even if the denominator is not 100.
2	Basic	I can convert between fractions, decimals, and percents that have a denominator of 100.
1	Minimal	I can define percent.
0	No Evidence	No evidence shown.

**1.6 I can apply foundational skills to solve real-world problems. I am always working to improve and hone my foundational math skills.**

Learning Target	Descriptor	Definition
4	Proficient	I can apply foundational skills to solve real-world problems. I am always working to improve and hone my foundational math skills.


  
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Learning Target	Descriptor	Definition
3	Developing	I can apply foundational skills to solve real-world problems. I take advantage of most opportunities to improve my skills.
2	Basic	I can apply some skills to solve real-world problems. I take advantage of some of the opportunities to improve my skills.
1	Minimal	I can apply limited skills. I rarely or never take advantage of the opportunity to work on my basic skills.
0	No Evidence	No evidence shown.

### 2. Algebraic Expressions and Equations (50.00%)

#### Learning Targets

#### 2.1 I can accurately add and subtract integers in a variety of contexts and provide a visual representation of simple problems.

Learning Target	Descriptor	Definition
4	Proficient	I can accurately add and subtract integers in a variety of contexts and provide a visual representation of simple problems.
3	Developing	I can accurately add and subtract all integers.
2	Basic	I can accurately add integers with different signs.
1	Minimal	I can add integers with like signs.
0	No Evidence	No evidence shown.

#### 2.2 I can accurately multiply and divide integers in a variety of contexts (2 or more operations). I can also provide a visual representation of simple problems.

Learning Target	Descriptor	Definition
4	Proficient	I can accurately multiply and divide integers in a variety of contexts (2 or more operations). I can also provide a visual representation of simple problems.
3	Developing	I can always accurately multiply and divide integers when there is only one operation.
2	Basic	I can accurately multiply and divide most integers when there is a single operation.
1	Minimal	I can only multiply and divide positive integers. I struggle with placing the sign when there are negative integers involved.
0	No Evidence	No evidence shown.

#### 2.3 I can apply the order of operations to evaluate complex expressions (5 or more steps).

Learning Target	Descriptor	Definition
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Learning Target	Descriptor	Definition
4	Proficient	I can apply the order of operations to evaluate complex expressions (5 or more steps).
3	Developing	I can apply the order of operations to evaluate expressions (3-4 steps).
2	Basic	I can apply the order of operations to evaluate simple expressions (2 steps).
1	Minimal	I can list the order of operations, but struggle to apply them.
0	No Evidence	No evidence shown.

### 2.4 I can write algebraic expressions to represent multi-step story problems or word problems. I can evaluate multi-step expressions.


Learning Target	Descriptor	Definition
4	Proficient	I can write algebraic expressions to represent multi-step story problems or word problems. I can evaluate multi-step expressions.
3	Developing	I can write and evaluate algebraic expressions that involve two steps.
2	Basic	I can write and evaluate algebraic expression that involve one step.
1	Minimal	I can write or evaluate algebraic expressions that involve one step.
0	No Evidence	No evidence shown.

### 2.5 I can define absolute value and use it to represent real-world situations.

Learning Target	Descriptor	Definition
4	Proficient	I can define absolute value and use it to represent real-world situations.
3	Developing	I can
2	Basic	I can
1	Minimal	I can find the opposite of an integer.
0	No Evidence	No evidence shown.

### 2.6 I can use inequalities to represent multiple solution sets for real-world situations. I can accurately graph solution sets on a number line.

Learning Target	Descriptor	Definition
4	Proficient	I can use inequalities to represent multiple solution sets for real-world situations. I can accurately graph solution sets on a number line.
3	Developing	I can use inequalities to represent real-world situations. I can graph solution sets on a number line.


  
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Learning Target	Descriptor	Definition
2	Basic	I can use inequalities to represent most simple situations. I can graph most simple solution sets on a number line.
1	Minimal	I can use inequalities to represent some simple situations and can graph some solutions sets on a number line.
0	No Evidence	No evidence shown.

**2.7 I can apply foundational skills to solve real-world problems. I am always working to improve and hone my foundational math skills.**

Learning Target	Descriptor	Definition
4	Proficient	I can apply foundational skills to solve real-world problems. I am always working to improve and hone my foundational math skills.
3	Developing	I can apply foundational skills to solve real-world problems. I take advantage of most opportunities to improve my skills.
2	Basic	I can apply some skills to solve real-world problems. I take advantage of some of the opportunities to improve my skills.
1	Minimal	I can apply limited skills. I rarely or never take advantage of the opportunity to work on my basic skills.
0	No Evidence	No evidence shown.

Submitted on 2/13/2019 by Linda Krans