




6.NS.3

Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

Scale Score	Scale	Sample Task
4	The student will be able to create a real-world scenario to compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers.	Student will create a real-world scenario (example: positive and negative charges) that compares and orders rational numbers. Student will also plot the numbers on a number line. Then, write, interpret, and explain the comparisons.
3	The student will be able to compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	Give student an open number line. Have them plot rational numbers, in order, on the line. Then, have them compare the numbers, using a comparison statement, and explain the comparison.
2	The student will be able to understand the integer number system. 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. (6.NS.2)	Have student play the card game “war” with integer cards. For example, cards will include -3, 0, $-(-5)$, +4, etc. Student will know and label a number line 
1	The student will be able to understand that positive and negative numbers are used 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 and compare quantities in real-world contexts, explaining the meaning of 0 in each situation. (6.NS.1)	Give student a real-world scenario that includes positive and negative numbers. Have them represent and compare those quantities on a number line and explain the meaning of zero in each situation.
0	Even with help no skill of understanding is demonstrated.	

6th



Recording Sheet 6.NS.3

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.NS.5

Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.

Scale Score	Scale	Sample Task
4	The student will be able to solve real-world problem that involves working with percents and converting to fractions.	Give student a real-world problem that includes percents and have them convert the percent to a fraction.
3	The student will be able to know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.	Student will convert any representation (fraction, decimal, or percent) to their equivalent (fraction, decimal, or percent) without the use of a calculator.
2	The student will be able to know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. (5.M.4)	Given commonly used fractions, student can show their decimal and percent equivalents.
1	The student will be able to understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models). (5.NS.6)	Give student at percent. Have them show the percent, out of a hundred, using a visual model. Then, have them explain their thinking.
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.NS.5

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
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6.NS.10

Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Scale Score	Scale	Sample Task
4	The student will be able to use reasoning involving rates and ratios to model <u>multi-step</u> real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	Give student a real-world problem that involves rates and ratios with multiple steps. Have student practice using by reasoning about tables of equivalent tables of equivalent ratios, tape diagrams, equations, and double number line diagrams as their strategies.
3	The student will be able to use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).	Give student a real-world problem that involves rates and ratios. Have student practice using by reasoning about tables of equivalent tables of equivalent ratios, tape diagrams, equations, and double number line diagrams as their strategies. (Example: https://commoncoretools.files.wordpress.com/2012/02/ccss_progression_rp_67_2011_1_12_corrected.pdf)
2	The student will be able to understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship. (6.NS.9)	Given a real-world problem, student will explain the concept of a ratio and the concept of a unit rate associated with a ratio using rate language. (Example: https://www.illustrativemathematics.org/content-standards/tasks/1181)
1	The student will be able to interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b , a to b , $a:b$. (6.NS.8)	Given ratios, student can model, describe and interpret to show the relative size and relationship between the two quantities. (Example: https://www.illustrativemathematics.org/content-standards/tasks/76)
0	Even with help no skill of understanding is demonstrated.	

6th

Recording Sheet 6.NS.10



	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.C.1

Divide multi-digit whole numbers fluently using a standard algorithmic approach.

Scale Score	Scale	Sample Task
4	The student will be able to solve a multi-step real-world scenario involving multi-digit division using a standard algorithmic approach.	Given a multi-step real-world problem including multi-digit division, student will solve using a standard algorithmic approach. (Example: A dairy farm sells milk in bottles that hold 64 fluid ounces. In one day, the farm produces a total of 2,432 fluid ounces of milk. 273 ounces spill each day. How many bottles of milk can the dairy farm make to sell with the remaining non spilled milk?)
3	The student will be able to divide multi-digit whole numbers fluently using a standard algorithmic approach.	Given a multi-digit whole number division equation student will solve and evaluate using the standard algorithmic approach.
2	The student will be able to divide multi-digit whole numbers fluently using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. (5.C.2)	Give the student an expression and have them evaluate. Then have them describe the strategy and explain your reasoning (not the SCA for multi-digit division).
1	The student will be able to use the partial quotient method to solve multi-digit whole number division equations. (5.C.2)	Given a multi-digit whole number division equation student will solve using partial quotient method. <div data-bbox="954 1050 1263 1276" data-label="Image"> </div>
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.C.1

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.C.3

Solve real-world problems with positive fractions and decimals by using one or two operations.

Scale Score	Scale	Sample Task
4	The student will be able to find the place value error in a given problem with positive fractions and decimals by using one or two operations.	Have students analyze common misconceptions for the standard algorithmic approaches. (Example: For multiplying fractions, cross-multiplying. For decimals, putting the decimal in the wrong location.)
3	The student will be able to solve real-world problems with positive fractions and decimals by using one or two operations.	Have student solve real-world multi-step problems positive fraction and positive decimal problems
2	The student will be able to compute with positive fractions and positive decimals fluently using a standard algorithmic approach. (6.C.2)	Have student solve positive fraction and positive decimal problems, using the SCA, within a reasonable time limit (to address the efficiency part of fluency).
1	The student will be able to compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. (6.C.4)	Give student a real-world problem involving division of fractions by fractions. Have student solve by using a visual fraction model and/or equation to represent their calculation. (Example: https://www.illustrativemathematics.org/content-standards/tasks/50)
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.C.3

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
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6.AF.1

Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.

Scale Score	Scale	Sample Task
4	The student will be able to create a real-world problem given the multiple operation expression.	The student will create a real-world problem that could be solved given a multiple operation expression.
3	The student will be able to evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.	Give student a multiple operations expression to solve, that include exponents and some variables, where variable values are given, within a real-world context and without.
2	The student will be able to evaluate positive rational numbers with whole number exponents. (6.C.5)	Given a positive rational number student will evaluate (For example: $(\frac{3}{4})^3$, 2.6^2) student will also use order of operations to evaluate.
1	The student will be able to evaluate positive <u>whole</u> rational numbers with whole number exponents. (6.C.5)	Given a positive whole rational number student will evaluate (For example: 3^2), student will also use order of operations to evaluate .
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.AF.1

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.AF.3

Define and use multiple variables when writing expressions to represent real world and other mathematical problems, and evaluate them for given values.

Scale Score	Scale	Sample Task
4	The student will be able to find the error using the properties of operation, justify their answer, and creating real-world problems.	Create expression with errors in solutions. Have students evaluate and justify their answers. Then create a real-world problem using the true expression.
3	The student will be able to define and use multiple variables when writing expressions to represent real world and other mathematical problems, and evaluate them for given values.	Given real-world situations student will create expressions and evaluate them for the given values. (For example, write an expression to represent 3 times the sum of a number and 5, plus a different number cubed).
2	The student will be able to Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them. (6.AF.2)	Given an expression, including variables, the student will solve using the properties of operations and be able to create equivalent linear expressions and justify their answer.
1	The student will be able to apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process. (6.C.6)	Student can apply the order of operations to any given problem with no variables.
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.AF.3

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
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6.AF.5

Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.

Scale Score	Scale	Sample Task
4	The student will be able to solve equations of the form $px+q$ and $p(x+q)=r$ fluently, where p , q , and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems. (7.AF.2)	Student will write and solve a two-step real-world problem given an equation (and vice versa) with an unknown variable.
3	The student will be able to solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.	Have student solve for the unknown variable in equations and represent and solve real-world problems using equations. (Example: https://www.illustrativemathematics.org/content-standards/tasks/425)
2	The student will be able to understand that solving an equation or inequality is the process of answering the following 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.AF.4)	Solving for an inequality (Example: https://www.illustrativemathematics.org/content-standards/tasks/673) Solving for an equation and have students substitute back in the variable Example: $51-y=15$ $y=9$ $4p=32$ $p=8$
1	The student will be able to write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$, where c is a rational number, to represent a constraint or condition in a real- world or other mathematical problem. Recognize inequalities have infinitely. (6.AF.6)	Give student real-world or other mathematical problems that can be represented as an inequality. Also have students represent all possible solutions on a number line and recognize that inequalities have infinite possibilities.
0	Even with help no skill of understanding is demonstrated.	

6th

Recording Sheet 6.AF.5



	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
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6.AF.8

Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Scale Score	Scale	Sample Task
4	The student will be able to interpret a real-world and other mathematical problems into an equation and graph points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Given a real-world problem, student will write an equation, graph the equation for given inputs on the coordinate plane, and solve.
3	The student will be able to solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Give student a real-world problem that requires the plotting of points in all quadrants. Student will plot points on a coordinate plane, find and describe the distance between the points related to one or both axes. (Example: https://www.illustrativemathematics.org/content-standards/tasks/290)
2	The student will be able to understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the location of the points are related by reflections across one or both axis. Graph points with rational number coordinated on a coordinate plane. (6.AF.7)	Have student graph coordinate points with rational number coordinates in all 4 quadrants and explain the differences in signs given their location on the coordinate plane.
1	The student will be able to graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (5.AT.6)	Have student graph points on a coordinate plane. Have them describe how a point relates to the origin and give an example. (For example: If the student plotted (1,3) they would say, "The x coordinate is 1 and it means it is one to the right of the origin on the x-axis. The y coordinate is 3 and it means it is three above the origin on the y-axis.")
0	Even with help no skill of understanding is demonstrated.	

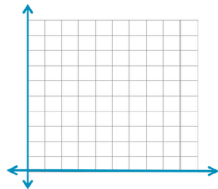


	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.AF.10

Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Scale Score	Scale	Sample Task												
4	The student will be able to identify real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent proportional relationships and recognize that these situations are described by a linear function in the form $y=mx$, where the unit rate, m , is the slope of the line. (7.AF.9)	Given a table and a real-world situation student will graph and write an equation to solve for any proportional relationship. (Example: https://www.illustrativemathematics.org/content-standards/tasks/101)												
3	The student will be able to use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	Given a real-world scenario have them write an equation, graph the equation, and solve for given information. (Example: Dawn makes homemade pies and sells them at the farmer’s market on the weekends. Each pie requires 4 pounds of apples. The number of pounds of apples she needs depends on the number of pies she plans to make. A) What is the dependent value in the scenario? B) What is the independent value in the scenario? C)Using this information complete the table and graph the relationship. Be sure to label your graph. <table><tr><th># of Pies=P</th><th>Pounds of Apples=A</th></tr><tr><td>1</td><td>4</td></tr><tr><td>5</td><td></td></tr><tr><td>10</td><td></td></tr><tr><td>15</td><td></td></tr><tr><td>P</td><td></td></tr></table> 	# of Pies= P	Pounds of Apples= A	1	4	5		10		15		P	
# of Pies= P	Pounds of Apples= A													
1	4													
5														
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2	The student will be able to 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. (6.AF.9)	D) Express this relationship as an equation and solve. Student is given information about a context where there is a relationship between two quantities that has missing values. Student needs to fill in the missing value and plot corresponding points on the coordinate plane. (Example: https://www.illustrativemathematics.org/content-standards/tasks/711)												
1	The student will be able to represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5.AT.7)	Given a real-world problem student can graph order pairs and interpret the values of the points.												
0	Even with help no skill of understanding is demonstrated.													

6th

Recording Sheet 6.AF.10



	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.GM.1

Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.

Scale Score	Scale	Sample Task
4	The student will be able to convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving multi-step real-world problems.	Give student a multi-step real-world problem where they have to convert between measurement systems. (Example: At the first vet visit, a puppy weighed 80 ounces. The owner asked the vet to tell him how many kilograms that was. On the next visit the puppy weighed 3.17 kilograms. How much weight did he gain between visits and how do you know?)
3	The student will be able to convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.	Give student a real-world problem where they have to convert between measurement systems. (Example: Your mom sends you to the store to pick up 7 liters of milk. The store only sells milk by the gallon. How many gallons would you need to buy in order to bring home at least 7 liters of milk?)
2	The student will be able to apply simple operations to match given conversions between measurement systems (English to metric and metric to English) given conversion factors.	Give student multiple-choice problems where they are given a conversion as an example. (Example: 1 kilogram (kg)=2.2 pounds (lbs.) 4 kg=___lbs. 50 kg.=___lbs. _____kg.=22 lbs.)
1	The student will be able to convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems. (5.M.1)	Give student a measurement system (e.g., volume). Have them work conversions in multi-step real-world problems. (Example: https://www.illustrativemathematics.org/content-standards/tasks/878)
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.GM.1

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
Comment						



6.GM.4

Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.

Scale Score	Scale	Sample Task
4	The student will be able to construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems. (6.GM.6)	Given a real-world problem, that involves right rectangular prism, student will be able to decompose the shape into its net and use the shapes net to calculate the surface area of the prism. (Example: Give student a tissue box. Have them break it down into its net and have them calculate into its surface area.)
3	The student will be able to find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.	Student is given a real-world situation in which they are asked to find the area of a complex shape. Student will decompose complex shape into simple shapes (known polygons) and use to find the area.
2	The student will be able to 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 to solve real-world and other mathematical problems. (6.GM.3)	Student will plot 3 out of 4 coordinates if given a rectangle or parallelogram; use their knowledge of rectangles or parallelograms to find the 4 th coordinate, then solve for area and perimeter for the given polygon.
1	The student will be able to develop and use formulas for the area of triangles, parallelograms and trapezoids. Solve real-world and other mathematical problems that involve perimeter and area of triangles, parallelograms and trapezoids, using appropriate units for measures. (5.M.3)	Given triangles, parallelograms, and trapezoids in real-world problems or picture forms, student will use the formulas that they have developed for area and perimeter. Length, width, and height are given in all contexts to aide with student misconceptions about which measures to use.
0	Even with help no skill of understanding is demonstrated.	

6th

Recording Sheet 6.GM.4



	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
Score						
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Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), 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 to solve real-world and other mathematical problems.

Scale Score	Scale	Sample Task
4	The student will be able to apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve multi-step real-world and other mathematical problems.	<p>Given a multi-step real-world problem (including problems where the entire box is not full i.e. 50% of the box is full) that involves right rectangular prisms, without the unit cubes drawn, student will apply the formula for volume.</p> <p>(Example: After watching <i>Creepy Critters</i> in 3D, Julio recycled his 3D glasses. If the recycle bin is made of $\frac{1}{2}$ inch thick plastic in all dimensions, what is the capacity of the container in cubic feet? In cubic inches?</p> <div style="text-align: center;"> </div> <p>The 3D glasses are packed and shipped to the theater in the recycle bin. Each pair of 3D glasses comes in a box measuring $6 \times 1\frac{1}{2} \times 2$ inches. How many pairs of 3D glasses can be shipped in one recycle bin? Would all of the boxes actually pack into the recycle bin? Explain?)</p>
3	The student will be able to find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), 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 to solve real-world and other mathematical problems.	<p>Given a real-world problem (including problems where the entire box is not full i.e. 50% of the box is full) that involves right rectangular prisms, without the unit cubes drawn, student will apply the formula for volume. (Example: Millie and Maggie each bought a box candy. Which box holds more candy? How much more?)</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Millie bought Goopy Goobers: $5\frac{1}{2} \times 1\frac{1}{2} \times 3$</p> </div> <div style="text-align: center;"> <p>Maggie bought Lemon Lime LOL: $3\frac{1}{2} \times 2\frac{1}{2} \times 4$</p> </div> </div>
2	The student will be able to find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism.	<p>Give student a picture of a right rectangular prism that has one or all of the dimensions given as fractional units (drawn as unit cubes including their fractional parts). Have students determine how many unit cubes the prism will hold.</p> <div style="text-align: center;"> <p>The structure shown is composed of 12 cubes. If the edge length of each cube is $\frac{1}{2}$ of an inch, what is the volume of the structure?</p> </div>
1	The student will be able to apply the formulas $V = l \times w \times h$ and $V = B \times h$ for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems. (5.M.5)	Give the student a real-world volume problem for a right rectangular prism. Have them apply the formula for volume and solve.
0	Even with help no skill of understanding is demonstrated.	

6th

Recording Sheet 6.GM.5



	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
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6.DS.3

Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).

Scale Score	Scale	Sample Task
4	The student will be able to calculate mean, median, and mode using a collected data set. (6.DS.4)	Student will find the mean, median, and mode using their data set from Level 3 (or a provided set of data).
3	The student will be able to formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).	Student can formulate a statistical question of interest. They can collect, organize, and display their data, and make observations based on their data display.
2	The student will be able to select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots (box and whiskers). (6.DS.2)	Give student data and have them create a graphical representation. For example: 19 students completed a writing sample. Their samples were scored using a 6 point rubric. The scores were 0,1,2,2,3,3,3,3,3,3,4,4,4,4,5,5,5,6,6. Create a data display to represent the scores. What are some observations that can be made from your data display?
1	The student will be able to recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape. (6.DS.1)	Give student various question stems (include some examples and non examples of statistical questions). Have students sort.
0	Even with help no skill of understanding is demonstrated.	

Recording Sheet 6.DS.3

	CFA/ Sample Task	Attempt 1	Attempt 2	Attempt 3	Attempt 4	CSA
Date						
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