

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. *Expressions and Equations - Apply and extend previous understandings of arithmetic to algebraic expressions.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Apply the properties of operations to manipulate the formula to solve for any unknown quantity</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Write expressions that record operations with numbers and with letters standing for numbers (MGSE6.EE.2.a) <u>Learning Target 2:</u> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity (MGSE6.EE.2.b) <u>Learning Target 3:</u> Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (order of operations) (MGSE6.EE.2.c)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> exponent, coefficient, term, algebraic expression</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Adding, subtracting, multiplying and dividing whole numbers <u>Learning Target 3:</u> Use letters to represent numbers <u>Learning Target 4:</u> Identify the parts of an expression</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. *Expressions and Equations - Reason about and solve one-variable equations and inequalities.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Solve real-world multi-step problems by writing and solving equations of the form of $ax + p = q$ for cases in which a, p, q and x are any rational numbers</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Solve real-world problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers</p> <p><u>Learning Target 2:</u> Solve mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> equations, rational numbers, non-negative</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Simplify expressions using the order of operations</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to another. *Expressions and Equations - Represent and analyze quantitative relationships between dependent and independent variables.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations and rationale for use in each approach</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable (MGSE6.EE.9.a) <u>Learning Target 2:</u> Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d=65t$ to represent the relationship between distance and time (MGSE6.EE.9.b)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> dependent variable, independent variable</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> List ordered pairs of independent and dependent variables <u>Learning Target 3:</u> Graph ordered pairs of independent and dependent variables</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.G.1 Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. *Geometry - Solve real-world and mathematical problems involving area, surface area, and volume.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Find the unknown area of a larger area composed of right triangles, other triangles, quadrilaterals, and polygons</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles; apply these techniques in the context of solving real-world and mathematical problems</p> <p><u>Learning Target 2:</u> Find area of right triangles, other triangles, quadrilaterals, and polygons by decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> compose, decompose</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Understand and determine the area of rectangles and triangles</p> <p><u>Learning Target 3:</u> Decompose quadrilaterals and polygons into rectangles and triangles</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths ($\frac{1}{2}$ u), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. *Geometry - Solve real-world and mathematical problems involving area, surface area, and volume.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Find the missing dimension when given the volume of a prism</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p>Learning Target 1: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate fraction edge lengths, and show that the volume is the same as would be found multiplying the edge lengths of the prism</p> <p>Learning Target 2: Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: right rectangular prism, cubic units</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Understanding the concept of volume as a measurement (such as how many cubic units fit inside the prism)</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem. For example, • create a story context for $(2/3)$ divided by $(3/4)$ and use a visual fraction model to show the quotient; • use the relationship between multiplication and division to explain that $(2/3)$ divided by $(3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, (a/b) divided by $(c/d) = ad/bc$.) • How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? • How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? • How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? *The Number System - Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Apply understanding of dividing fractions to real-world situations involving percents and decimals</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p>Learning Target 1: Interpret and compute quotients of fractions Learning Target 2: Solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: fraction model, reciprocal</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Compute quotients of a unit fraction by a non-zero whole number Learning Target 3: Use a visual fraction model to show a quotient</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. *The Number System - Compute fluently with multi-digit numbers and find common factors and multiples.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Solve multi-digit decimal problems requiring multiple steps or the application of multiple concepts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Fluently add multi-digit decimals using the standard algorithm for each operation <u>Learning Target 2:</u> Fluently subtract multi-digit decimals using the standard algorithm for each operation <u>Learning Target 3:</u> Fluently multiply multi-digit decimals using the standard algorithm for each operation <u>Learning Target 4:</u> Fluently divide multi-digit decimals using the standard algorithm for each operation</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Fluently add multi-digit whole numbers using the standard algorithm <u>Learning Target 2:</u> Fluently subtract multi-digit whole numbers using the standard algorithm <u>Learning Target 3:</u> Fluently multiply multi-digit whole numbers using the standard algorithm <u>Learning Target 4:</u> Fluently divide multi-digit whole numbers using the standard algorithm</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.NS.6 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. *The Number System - Apply and extend previous understandings of numbers to the system of rational numbers.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Add and subtract rational numbers to determine ordered pairs to plot in quadrants of the coordinate plane</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Recognize opposite signs of numbers as indicating locations on opposite sides of zero on the number line; recognize that the opposite of the opposite of a number is the number itself, and that zero is its own opposite (MGSE6.NS.6.a)</p> <p><u>Learning Target 2:</u> 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 (MGSE6.NS.6.b)</p> <p><u>Learning Target 3:</u> 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 (MGSE6.NS.c)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> rational number, opposite, integers, positive, negative</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Create a number line and order given data</p> <p><u>Learning Target 3:</u> Plot an (x,y) point in the coordinate plane</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.NS.7 Understand ordering and absolute value of rational numbers. *The Number System - Apply and extend previous understandings of numbers to the system of rational numbers.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Create a real-world problem using absolute value correctly in context</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram (MGSE6.NS.7.a) <u>Learning Target 2:</u> Write, interpret, and explain statements of order for rational numbers in real-world context (MGSE6.NS.7.b) <u>Learning Target 3:</u> Understand the absolute value of a rational number as its distance from zero on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation (MGSE6.NS.7.c) <u>Learning Target 4:</u> Distinguish comparisons of absolute value from statements about order (MGSE6.NS.7.d)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> absolute value</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identifying that distance cannot be negative <u>Learning Target 3:</u> Understand that a positive number and the absolute value of its opposite are the same distance from the origin on the number line</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.NS.8 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. *The Number System - Apply and extend previous understandings of numbers to the system of rational numbers.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Find distances between points that do not have the same first or second coordinate</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Solve real-world 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</p> <p><u>Learning Target 2:</u> Solve 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</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> plot points in all four quadrants</p> <p><u>Learning Target 2:</u> find absolute value of a number</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations. *Ratios and Proportional Relationships - Understand ratio concepts and use ratio reasoning to solve problems.*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Given a real world problem, create a ratio table to determine rate of increase and create a graph on a coordinate plane</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> 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 (MGSE6.RP.3.a)</p> <p><u>Learning Target 2:</u> Solve unit rate problems including those involving unit pricing and constant speed (MGSE6.RP.3.b)</p> <p><u>Learning Target 3:</u> Find a percent of a quantity as a rate per 100; given a percent, solve problems involving finding the whole given a part and the part given the whole (MGSE6.RP.3.c)</p> <p><u>Learning Target 4:</u> Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities (MGSE6.RP.3.d)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> ratio, rate, unit rate, proportion, tape diagram, equivalent, conversion factor</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the concept of a ratio using ratio language</p> <p><u>Learning Target 3:</u> Understand the concept of a unit rate associated with a ratio</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 6 Math Learning Map

Prioritized Standard: MGSE6.SP.5 Summarize numerical data sets in relation to their context. *Statistics and Probability - Summarize and describe distributions.*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Explain how removing or including data points will impact the measures of center</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Reporting the number of observations (MGSE6.SP.5.a) <u>Learning Target 2:</u> Describing the nature of the attribute under investigation, including how it was measured and its units of measurement (MGSE6.SP.5.b) <u>Learning Target 3:</u> Giving quantitative measures of center (median and/or mean) and variability (interquartile range) (MGSE6.SP.5.c) <u>Learning Target 4:</u> Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered (MGSE6.SP.5.d)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> measures of center, measures of variability, median, mean, interquartile range, quantitative, outlier</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Use a set of numerical data to determine the mean, median, mode, range and outliers <u>Learning Target 3:</u> Display numerical data on a number line, dot plot/box plot, and box and whisker plot</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success