Priority Standard #1: *Apply and* ***extend understanding of operations with rational numbers:*** Apply previous understanding of all four operations with rational numbers (6.NS.1-3), with the extension of dividing fractions by fractions. Students are introduced to integers via opposite signs, value, and direction; number line models; and absolute value.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can accurately **compute** the solution to types of problems introduction to integers via opposite signs, value, and direction; number line models, and absolute value. | **Meets all standards for 1 and:**  Students can accurately **model** previous understanding of all four operations with rational numbers, with the extension of dividing fractions by fractions; and introduction to integers via opposite signs, value, and direction; number line models, and absolute value. | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** the solution path to types of problems involving previous understanding of all four operations with rational numbers, with the extension of dividing fractions by fractions; and introduction to integers via opposite signs, value, and direction; number line models, and absolute value using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their previous understanding of all four operations with rational numbers, with the extension of dividing fractions by fractions; and introduction to integers via opposite signs, value, and direction; number line models, and absolute value to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |

Priority Standard #2: ***Understand ratio concepts and apply proportional reasoning***: Understand ratio concepts (6.RP.1) and understand the concept of unit rate (6.RP.2). Use multiple representations to solve ratio/rate problems (tables of equivalent ratios, equations, and plot values on a coordinate plane in all four quadrants) (6.RP.3).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can **accurately compute** the solution to types of problems involving understanding ratio concepts and understanding the concept of unit rate; and using multiple representations to solve ratio/rate problems (tables of equivalent ratios, equations, and plot values on a coordinate plane in all four quadrants). | **Meets all standards for 1 and:**  Students can accurately **model** understanding ratio concepts and understanding the concept of unit rate; and using multiple representations to solve ratio/rate problems (tables of equivalent ratios, equations, and plot values on a coordinate plane in all four quadrants). | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** understanding ratio concepts and understanding the concept of unit rate; and using multiple representations to solve ratio/rate problems (tables of equivalent ratios, equations, and plot values on a coordinate plane in all four quadrants) using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their knowledge of understanding ratio concepts and understanding the concept of unit rate; and using multiple representations to solve ratio/rate problems (tables of equivalent ratios, equations, and plot values on a coordinate plane in all four quadrants). to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |

Priority Standard #3: Apply and extend previous understandings of arithmetic to using variables and generating equivalent algebraic expressions (6.EE.1-4). Reason about and, for the first time in their math education, formally solve simple one-variable equations and inequalities, *for example* (6.EE.5-8)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can accurately **compute** the solution to problems involving applying and extending previous understandings of arithmetic to using variables and generating equivalent algebraic expressions; and reason about and formally solve simple one-variable equations and inequalities. | **Meets all standards for 1 and:**  Students can accurately **model** applying and extending previous understandings of arithmetic to using variables and generating equivalent algebraic expressions; and reason about and formally solve simple one-variable equations and inequalities. | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** a solution path to types of problems involving applying and extending previous understandings of arithmetic to using variables and generating equivalent algebraic expressions; and reason about and formally solve simple one-variable equations and inequalities using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their knowledge of types of problems involving applying and extending previous understandings of arithmetic to using variables and generating equivalent algebraic expressions; and reason about and formally solve simple one-variable equations and inequalities to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |

Priority Standard #4: ***Represent and analyze relationships:*** Solve simple problems using numerical and algebraic expressions (6.EE.5-8); represent and analyze quantitative relationships between dependent and independent variables and graph the relationship on a coordinate plane (6.NS.8; 6.EE.9).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 |
| No evidence | Students can accurately **compute** the solution to problems involving solving simple numerical and algebraic expressions; and represent and analyze quantitative relationships between dependent and independent variables and graph the relationship on a coordinate plane. | **Meets all standards for 1 and:**  Students can accurately **model** solving problems involving solving simple numerical and algebraic expressions; and represent and analyze quantitative relationships between dependent and independent variables and graph the relationship on a coordinate plane. | **Meets all standards for 2 and:**  Students can accurately **defend** **and** **explain** a solution path to types of problems involving solving simple numerical and algebraic expressions; and represent and analyze quantitative relationships between dependent and independent variables and graph the relationship on a coordinate plane using **appropriate mathematical vocabulary in context.** | **Meets all standards for 3 and:**  Students can accurately **apply** their knowledge of types of problems involving solving simple numerical and algebraic expressions; and represent and analyze quantitative relationships between dependent and independent variables and graph the relationship on a coordinate plane to **real-world problem-solving applications**. |
| Rigor/Relevance Framework | A: Acquisition | B: Application | C: Assimilation | D: Adaptation |
| Hattie, Fischer, and Frey Learning Currents | Surface | Surface/Deep | Deep | Transfer |
| Webb’s Depth of Knowledge | DOK 1: Recall & Reproduction | DOK 2: Skills & Concepts | DOK 3: Strategic Thinking | DOK 4: Extended Thinking |
| Bloom’s Taxonomy | Remember | Understand | Apply & Analyze | Evaluate & Create |
| SMP 1: Make sense of problems and persevere in solving them | X | X | X | X |
| SMP 2: Reason abstractly and quantitatively |  | X | X | X |
| SMP 3: Construct viable arguments and critique the reasoning of others |  |  | X | X |
| SMP 4: Model with Mathematics |  | X | X | X |
| SMP 5: Use appropriate tools strategically | X | X | X | X |
| SMP 6: Attend to precision | X | X | X | X |
| SMP 7: Look for and make use of structure | X | X | X | X |
| SMP 8: Look for and express regularity in repeated reasoning | X | X | X | X |