



**Proficiency Scale Grade 6**

**Domain: Standards for Mathematical Content**

**Strand: Ratios and Proportional Relationships (RP)**

**Benchmark Code: 6.SMC.RP.1**

**Standard: Understand ratio concepts and use ratio reasoning to solve problems. (DOK 2)**

<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Create and solve proportions.</li> <li>● Solve real world examples involving discounts, markups, and/or interest.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Solve unit rate problems, including those involving unit pricing and constant speed.</li> <li>● Solve problems by finding the whole, given a part and a percent.</li> <li>● Solve percent problems when given a part and a whole.</li> <li>● Convert measurement units using ratio reasoning.</li> <li>● Compare and find missing values to create equivalent ratios using tables and graphs.</li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ ratio, coordinate plane, unit rate, percent.</li> </ul> </li> <li>● Recognize different ways to write ratios.</li> <li>● Recognize how to use ratio language to describe a ratio relationship between two quantities.</li> <li>● Make tables of equivalent ratios.</li> <li>● Plot pairs of values of equivalent ratios on the coordinate plane.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	



**Proficiency Scale Grade 6**

**Domain: Standards for Mathematical Content**

**Strand: The Number System (NS)**

**Benchmark Code: 6.SMC.NS.1**

**Standard: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (DOK 2)**

<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Divide fractions by mixed numbers or improper fractions.</li> <li>• Solve word problems involving dividing fractions by fractions.</li> <li>• Write and solve word problems involving dividing fractions by fractions.</li> <li>• Incorporate problem solving involving dividing fractions into real-world examples.</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goal:</b> <ul style="list-style-type: none"> <li>• <b>Divide fractions by fractions.</b></li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>◦ fraction, product, quotient, reciprocal.</li> </ul> </li> <li>• Multiply fractions by fractions.</li> <li>• Divide a fraction by a whole number.</li> <li>• Multiply and divide multi-digit numbers fluently</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

**Proficiency Scale Grade 6**



Domain: Standards for Mathematical Content	
Strand: The Number System (NS)	
Benchmark Code: 6.SMC.NS.2	
Standard: Compute fluently with multi-digit numbers and find common factors and multiples. (DOK 2)	
Score 4.0	<p><b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b></p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Find the greatest common factor of three or more whole numbers.</li> <li>• Find the least common multiple of three or more whole numbers.</li> <li>• Solve word problems involving factors and multiples.</li> <li>• Write and solve word problems involving factors and multiples.</li> </ul>
Score 3.5	<p><i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i></p>
Score 3.0	<p><b>Target goals:</b></p> <ul style="list-style-type: none"> <li>• Find the greatest common factor of two whole numbers less than or equal to 100.</li> <li>• Find the least common multiple of two whole numbers less than or equal to 12.</li> <li>• Use the distributive property to express a sum of two whole numbers from 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor (e.g., <math>54 + 6</math> is the same as <math>6(9 + 1)</math>).</li> </ul>
Score 2.5	<p><i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i></p>
Score 2.0	<p><b>Simpler goals:</b></p> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>◦ factor, multiple, decimal, distributive property, greatest common factor, least common multiple, sum, product.</li> </ul> </li> <li>• Add, subtract, multiply, and divide multi-digit numbers using the standard algorithm.</li> <li>• Find common factors and multiples.</li> <li>• Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm.</li> </ul>
Score 1.5	<p><i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i></p>
Score 1.0	<p><b>With help, partial success at score 2.0 content and score 3.0 content</b></p>
Score 0.5	<p><i>With help, partial success at score 2.0 content but not at score 3.0 content</i></p>
Score 0.0	<p><b>Even with help, no success</b></p>

**Proficiency Scale Grade 6**



<b>Domain: Standards for Mathematical Content</b> <b>Strand: The Number System (NS)</b> <b>Benchmark Code: 6.SMC.NS.3</b> <b>Standard: Apply and extend previous understandings of numbers to the system of rational numbers. (Number Line) (DOK 3)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Write and solve real world examples involving temperature and/or velocity.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• <b>Write and explain statements of order for rational numbers using real-world contexts.</b></li> <li>• <b>Interpret absolute value as magnitude for a positive or negative quantity in real-life contexts(e.g., distance).</b></li> <li>• <b>Distinguish comparisons of absolute value from statements about order.</b></li> <li>• <b>Explain the meaning of zero when using integers to represent quantities in real-world context.</b></li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>◦ whole number, rational number, opposite, integer, absolute value.</li> </ul> </li> <li>• Understand that integers can be used to describe quantities with opposite values or directions in relation to zero.</li> <li>• Understand that the opposite of the opposite of a number is the number itself.</li> <li>• Recognize the sign of a number indicates its location in relation to zero on the number line.</li> <li>• Recognize absolute value as the distance from zero on the number line.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>



<b>Domain: Standards for Mathematical Content</b> <b>Strand: The Number System (NS)</b> <b>Benchmark Code: 6.SMC.NS.3</b> <b>Standard: Apply and extend previous understandings of numbers to the system of rational numbers.</b> <b>(Coordinate Plane) (DOK 3)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Write and solve real-world examples involving location.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Explain that ordered pairs differing only by signs are the reflection of points on a coordinate plane.</li> <li>● Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ coordinate plane, quadrant.</li> </ul> </li> <li>● Recognize that signs in ordered pairs indicate location on a coordinate plane.</li> <li>● Graph ordered pairs in all four quadrants of the coordinate plane.</li> <li>● Find and position integers on a horizontal or vertical number line.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>



**Domain: Standards for Mathematical Content**

**Strand: Expressions and Equations (EE)**

**Benchmark Code: 6.SMC.EE.1**

**Standard: Apply and extend previous understandings of arithmetic to algebraic expressions. (DOK 2)**

<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to:	
		<ul style="list-style-type: none"> <li>● Evaluate an expression with two or more variables.</li> <li>● Evaluate expressions with two or more terms with whole-number exponents.</li> </ul>
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b>	
		<ul style="list-style-type: none"> <li>● Evaluate numerical expressions involving whole-number exponents.</li> <li>● Evaluate expressions with specific values for variables.</li> <li>● Determine the equivalency of two expressions.</li> <li>● Apply the properties of operations to generate equivalent expressions.</li> </ul>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b>	
		<ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ exponent, algebraic expression, numerical expression, order of operations, variable, term, coefficient, constant.</li> </ul> </li> <li>● Write algebraic expressions involving whole-number exponents.</li> <li>● Write expressions that have numbers and variables.</li> <li>● Describe parts of an expression as a single entity.</li> <li>● Use order of operations to simplify expressions without parentheses.</li> </ul>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

**Proficiency Scale Grade 6**



<b>Domain: Standards for Mathematical Content</b> <b>Strand: Expressions and Equations (EE)</b> <b>Benchmark Code: 6.SMC.EE.2</b> <b>Standard: Reason about and solve one-variable equations and inequalities. (Equations) (DOK 3)</b>		
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Write and solve word problems using multi-step equations</li> <li>● Solve multi-step equations</li> </ul>	
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>	
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Write and solve word problems with variables representing numbers.</li> <li>● Write and solve word problems by using one-operation equations (addition, subtraction, multiplication, or division) where all variables represent non-negative rational numbers.</li> <li>● Explain solutions to one-step equations.</li> </ul>	
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>	
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ Equation, rational number, variable.</li> </ul> </li> <li>● Recognize that a variable represents an unknown number in a specified set.</li> </ul>	
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<b>Score 0.0</b>	<b>Even with help, no success</b>	



<b>Domain: Standards for Mathematical Content</b> <b>Strand: Expressions and Equations (EE)</b> <b>Benchmark Code: 6.SMC.EE.2</b> <b>Standard: Reason about and solve one-variable equations and inequalities. (Inequality) (DOK 3)</b>	
Score 4.0	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Solve one-step and multi-step inequalities.</li> <li>• Write and solve word problems involving operations (one-step and multi-step) with inequalities.</li> </ul>
Score 3.5	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• Reason about the set of values that make an inequality true.</li> <li>• Solve inequalities in the form of <math>x &gt; c</math> or <math>x &lt; c</math> to represent real world applications.</li> <li>• Explain solutions to inequalities.</li> </ul>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
Score 2.0	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>◦ Inequality, properties of inequality, variable.</li> </ul> </li> <li>• Recognize a variable represents an unknown number in a specified set</li> <li>• Recognize <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• Recognize that inequalities in the form of <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions.</li> <li>• Represent solutions to inequalities on a number line.</li> </ul>
Score 1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
Score 1.0	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	<b>Even with help, no success</b>



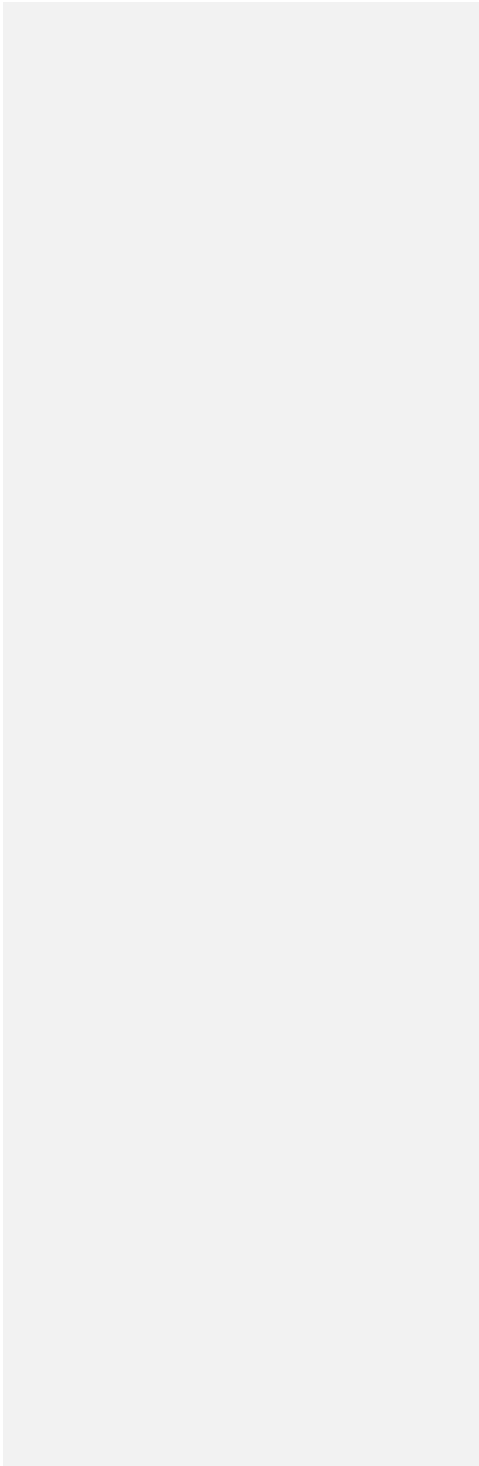


<b>Domain: Standards for Mathematical Content</b> <b>Strand: Expressions and Equations (EE)</b> <b>Benchmark Code: 6.SMC.EE.3</b> <b>Standard: Represent and analyze quantitative relationships between dependent and independent variables. (DOK 3)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Solve problems involving tables, graphs, and equations.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• Use variables to represent two quantities that change in relationship to one another.</li> <li>• Analyze the relationship between independent and dependent variables on a table and graph.</li> <li>• Relate tables and graphs to equations that use independent and dependent variables.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>◦ graph, table, equation, independent variable, dependent variable, relationship, ordered pair.</li> </ul> </li> <li>• Identify independent and dependent variables on a graph or table.</li> <li>• Write an equation with independent and dependent variables.</li> <li>• Identify patterns and write rules for two or more sets of data.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>

**Proficiency Scale Grade 6**



<b>Domain: Standards for Mathematical Content</b> <b>Strand: Geometry (G)</b> <b>Benchmark Code: 6.SMC.G.1</b> <b>Standard: Solve real-world and mathematical problems involving area, surface area, and volume. (DOK 3)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>• Apply area and surface area to figures with five or more sides.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>• Find the area of right triangles, non-right triangles, special quadrilaterals, and polygons by composing into rectangles.</li> <li>• Find the area of right triangles, non-right triangles, special quadrilaterals, and polygons by decomposing into triangles and other shapes.</li> <li>• Solve real-world problems by finding the area of right triangles, non-right triangles, special quadrilaterals, and polygons by composing into rectangles.</li> <li>• Solve real-world problems by finding the area of right triangles, non-right triangles, special quadrilaterals, and polygons by decomposing into triangles and other shapes.</li> <li>• Solve real-world and mathematical problems by representing three-dimensional figures using nets made up of rectangles and triangles.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>• Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>◦ net, area, formula, polygon, compose, decompose, base, height.</li> </ul> </li> <li>• Use square units for problems involving area.</li> <li>• Represent three-dimensional figures using nets made up of rectangles and triangles.</li> <li>• Find the area of regular quadrilaterals using the formula <math>A=bh</math>.</li> <li>• Find the area of a triangle using the formula <math>A=(bh)/2</math>.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>





**Domain: Standards for Mathematical Content**

**Strand: Geometry (G)**

**Benchmark Code: 6.SMC.G.1**

**Standard: Solve real-world and mathematical problems involving area, surface area, and volume. (DOK 3)**

Commented [1]: create a third scale about coordinate plane to relate back to "reason about shapes and their attributes" from 3rd, 4th, and 5th grade

<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to:	
	<ul style="list-style-type: none"> <li>Apply volume to other three-dimensional figures (e.g., pyramids, cones, pentagonal prisms).</li> </ul>	
	<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b>	
	<ul style="list-style-type: none"> <li>Solve real-world and mathematical problems by using the formulas <math>V=lwh</math> and <math>V=Bh</math> to find the volume of right rectangular prisms.</li> <li>Solve real-world problems by drawing polygons in the coordinate plane and finding the length of a side by joining parts with a second set of coordinates.</li> </ul>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b>	
	<ul style="list-style-type: none"> <li>Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>volume, formula, polygon, compose, decompose, coordinates, length, width, height.</li> </ul> </li> <li>Use cubic units for problems involving volume.</li> <li>Find the volume of a right-rectangular prism by packing it with unit cubes of the appropriate unit fraction edge lengths.</li> <li>Draw polygons in the coordinate plane given coordinates for the vertices.</li> <li>Use coordinates to find the length of a side by joining parts with a second set of coordinates.</li> </ul>	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>	

**Proficiency Scale Grade 6**



<b>Domain: Standards for Mathematical Content</b> <b>Strand: Statistics and Probability (SP)</b> <b>Benchmark Code: 6.SMC.SP.1</b> <b>Standard: Develop an understanding of statistical variability. (DOK 2)</b>	
<b>Score 4.0</b>	<b>In addition to a score 3.0 performance, the student demonstrates in-depth inferences and/or application of knowledge.</b> Examples include, but are not limited to: <ul style="list-style-type: none"> <li>● Gather and analyze real-world data.</li> </ul>
<i>Score 3.5</i>	<i>In addition to a score 3.0 performance, partial success at score 4.0 content</i>
<b>Score 3.0</b>	<b>Target goals:</b> <ul style="list-style-type: none"> <li>● Summarize numerical data sets in relation to their context.                             <ul style="list-style-type: none"> <li>○ number of observations</li> <li>○ how it was measured and its units of measurement</li> <li>○ using quantitative measures of center and/or measures of variability</li> </ul> </li> <li>● Summarize numerical data sets by describing overall patterns and deviations from the overall patterns with reference to the context in which the data was gathered.</li> <li>● Summarize numerical data sets by relating measures of center and variability to the shape of the data distribution in the context in which the data was gathered.</li> </ul>
<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
<b>Score 2.0</b>	<b>Simpler goals:</b> <ul style="list-style-type: none"> <li>● Recognize and recall specific vocabulary, such as:                             <ul style="list-style-type: none"> <li>○ distribution, measure of center, measure of variability, deviation.</li> </ul> </li> <li>● Identify a statistical question.</li> <li>● Identify the characteristics of a statistical distribution of a set of data.</li> <li>● Locate a measure of center for a numerical data set.</li> <li>● Locate a measure of variability for a numerical data set.</li> </ul>
<i>Score 1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
<b>Score 0.0</b>	<b>Even with help, no success</b>