Notes

Name SP-Skills Practice L1 Apq - Lesson 1 Date Assn Prac Ques.

1. Which number has the least value?

6.2D R 1pt

SP sets 1D, 1E

L1 Apq 2&4

A. $|-15.869|$

★ **B.** $-14\frac{6}{7}$

C. -9.21

D. $|-10\frac{1}{4}|$

The absolute value of a number is always positive, so the negative number farthest from zero is $-14\frac{6}{7}$.

2. The local farming club is raising sheep. The healthy weight range for sheep is 120–150 pounds. The table shows the number of pounds the sheep are over or under the healthy weight range.

6.2D R 1pt

Which list shows the sheep in order from closest to farthest from the healthy weight range?

Sheep	A	B	C	D	E
Difference from Healthy Weight Range	6.5	-3.2	0	$5\frac{3}{4}$	$-1\frac{1}{2}$

SP set 1D, 1E

L1 Apq 2&4

F. Sheep A, Sheep D, Sheep B, Sheep E, Sheep C

G. Sheep B, Sheep E, Sheep C, Sheep D, Sheep A

H. Sheep A, Sheep D, Sheep C, Sheep E, Sheep B

★ **J.** Sheep C, Sheep E, Sheep B, Sheep D, Sheep A

Compare the absolute values of each difference and order them from least to greatest.

$0, -1\frac{1}{2}, -3.2, 5\frac{3}{4}, 6.5$

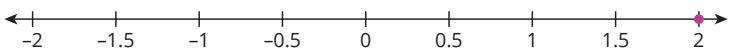
The correct order is Sheep C, Sheep E, Sheep B, Sheep D, Sheep A.

MODULE 3 • TOPIC 1 • END OF TOPIC ASSESSMENT 37

Notes

6.2B
5
1pt

3. Plot a point on the number line to represent the value of $|-2|$.



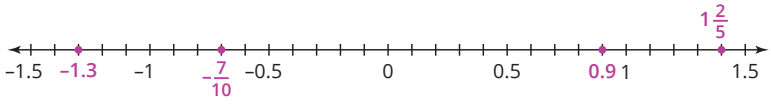
$|-2| = 2$, so the point on the number line is plotted at 2.

Sp set IIA, IIB
L2 APQ 1

4. Plot each rational number on the number line.

$-1.3, 1\frac{2}{5}, 0.9, -\frac{7}{10}$

6.2C
5
2pts



Sp Sets IA, IB
L1 APQ 2 & 4

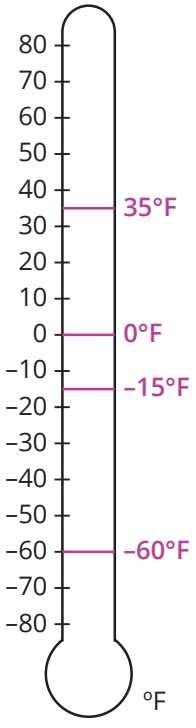
38 MODULE 3 • TOPIC 1 • END OF TOPIC ASSESSMENT

Notes

5. Plot each temperature on the thermometer.

35°F, −15°F, 0°F, −60°F

6.2C
S
2pts

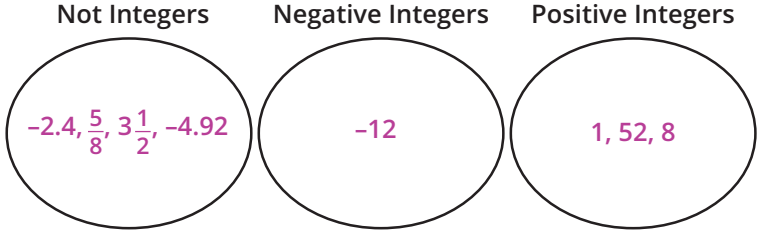


Sp sets 1A, 1B
L1 Ap Q2 & 4

6. Sort the following numbers into the appropriate set.

6.2A
S
2pts

$-12, -2.4, \frac{5}{8}, 1, 52, 3\frac{1}{2}, 8, -4.92$



Sp sets III A, III B

L3 Ap Q1

Ext set IV Q1

CC BY NC

MODULE 3 • TOPIC 1 • END OF TOPIC ASSESSMENT 39

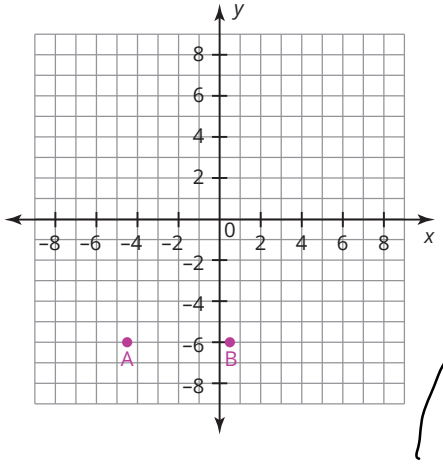
Notes

7. Name the quadrant in the coordinate grid where each point is located.

Select the correct answer in each row.

Point	Quadrant I	Quadrant II	Quadrant III	Quadrant IV
(3, −9.5)	☐	☐	☐	☒
$\left(15, \frac{11}{3}\right)$	☒	☐	☐	☐
(−6, −8)	☐	☐	☒	☐

Use the coordinate plane for Questions 8 and 9.



8. Plot the point $A(-4.5, -6)$ on the coordinate plane.

9. Plot the point B in Quadrant IV that is 5 units away from point $A(-4.5, -6)$. Give the ordered pair for point B.

Since point A is in Quadrant III, I need to move the point to the right 5 units so it is in Quadrant IV.

$-4.5 + 5 = 0.5$

$B(0.5, -6)$

40 MODULE 3 • TOPIC 1 • END OF TOPIC ASSESSMENT

Notes

6.2D R 2pts

10. Five students are playing a game where they can spend and earn points. Point values are represented as positive and negative numbers. The scores for Round 1 are shown in the table.

SP sets 1D, 1E
L1 APQ 2 & 4

Student	1	2	3	4	5
Score	$-1\frac{3}{4}$	$-2\frac{1}{8}$	-1.10	$2\frac{1}{4}$	$-2\frac{1}{5}$

Which student had the lowest score? Explain your reasoning.

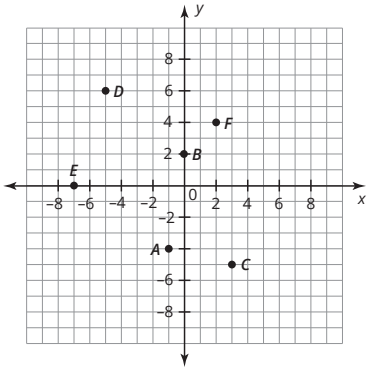
Sample answer: I placed the student scores in order from least to greatest. The score value that was the least was the lowest score. $-2\frac{1}{5}$ was the least value, so Student 5 had the lowest score.

6.11A R 1pt

11. Consider the points labeled from *A* to *F* on the coordinate plane shown.

SP sets ~~IV~~ A, B
L4 APQ 1, 3, 4

What is the *y*-coordinate of point *C*?



−5

MODULE 3 • TOPIC 1 • END OF TOPIC ASSESSMENT 41

Notes

42 MODULE 3 • TOPIC 1 • END OF TOPIC ASSESSMENT

MODULE 3, TOPIC 1 ASSESSMENT SCORING GUIDE

1 Signed Numbers and the Four Quadrants

Number and Operations

1 DAY PACING = 45-MINUTE SESSION

The student is expected to:

6.2A classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers.

6.2B identify a number, its opposite, and its absolute value.

6.2C locate, compare, and order integers and rational numbers using a number line.

6.2D order a set of rational numbers arising from mathematical and real-world contexts.

Measurement and Data

The student is expected to:

6.11A graph points in all four quadrants using ordered pairs of rational numbers.

Question Number	TEKS*	Point Value	Scoring Guidance
1	**6.2D**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
2	**6.2D**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
3	6.2B	1	• The student correctly plots the point on the number line. (1 point) • The student does not correctly plot the point on the number line. (0 points)
4	6.2C	2	• The student correctly plots four points on the number line. (2 points) • The student correctly plots two or three points on the number line. (1 point) • The student plots three or more points incorrectly on the number line. (0 points)
5	6.2C	2	• The student correctly plots four points on the thermometer. (2 points) • The student correctly plots two or three points on the thermometer. (1 point) • The student plots three or more points incorrectly on the thermometer. (0 points)
6	6.2A	2	• The student correctly labels four numbers. (2 points) • The student correctly labels two or three numbers. (1 point) • The student labels three or more numbers incorrectly. (0 points)
7	**6.11A**	2	• The student matches three points to the correct quadrant. (2 points) • The student matches one or two points to the correct quadrant. (1 point) • The student does not match any points to the correct quadrant. (0 points)
8	**6.11A**	1	• The student correctly plots the point. (1 point) • The student does not correctly plot the point. (0 points)
9	**6.11A**	2	• The student correctly plots the point and gives the correct ordered pair. (2 points) • The student plots the correct point, but does not give the correct ordered pair. (1 point) • The student incorrectly plots the point and does not give the correct ordered pair. (0 points)

*Bold TEKS = Readiness Standard

Question Number	TEKS*	Point Value	Scoring Guidance
10	**6.2D**	2	• The student correctly identifies the student with the lowest score and accurately explains their reasoning. (2 points) • The student correctly identifies the student with the lowest score but does not accurately explain their reasoning. (1 point) • The student does not correctly identify the student with the lowest score or accurately explain their reasoning. (0 points)
11	**6.11A**	1	• Student correctly enters the answer into the box. (1 point) • Student incorrectly enters the answer into the box. (0 points)

*Bold TEKS = Readiness Standard

Response to Student Performance

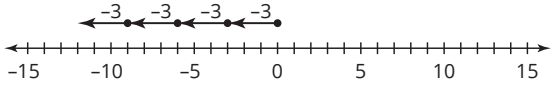
TEKS*	Question(s)	Recommendations
6.2A	6	**To support students:** • Use Skills Practice Sets III.A and B for additional practice. • Review Lesson 3 Assignment Practice Question 1. **To challenge students:** • Extend students' knowledge with Skills Practice Extension Set IV. Question 1.
6.2B	3	**To support students:** • Use Skills Practice Sets II.A and B for additional practice. • Review Lesson 2 Assignment Practice Question 1. **To challenge students:** • Extend students' knowledge with Skills Practice Extension Set II. Question 1.
6.2C	4, 5	**To support students:** • Use Skills Practice Sets I.A and B for additional practice. • Review Lesson 1 Assignment Practice Question 1 and 3a.
6.2D	1, 2, 10	**To support students:** • Use Skills Practice Sets I.D and E for additional practice. • Review Lesson 1 Assignment Practice Questions 2 and 4.
6.11A	7, 8, 9, 11	**To support students:** • Use Skills Practice Sets IV.A and B for additional practice. • Review Lesson 4 Assignment Practice Questions 1, 3 and 4. **To challenge students:** • Extend students' knowledge with Skills Practice Extension Set IV. Question 1.
NOTE: Both teachers and administrators should refer to the Assessment Guidance and Analysis section of the Course and Implementation Guide for additional support in analyzing and responding to student data.		

*Bold TEKS = Readiness Standard

Notes

Name _____ D ate _____

1. Which expressions are represented on the number line?
Select **TWO** correct expressions.



★ **A.** $-3 \cdot 4$

B. $-4(-3)$

★ **C.** $(-3) + (-3) + (-3) + (-3)$

D. $(-4) + (-4) + (-4)$

E. $4(-3) - (-4)(-3)$

There are four arrows from 0 all in the same direction, and each arrow has a value of -3. This can be solved either adding -3 four times or multiplying -3 by 4.

2. The expression shown can be used to show the value of an investment.
$5(-3) + 24 + (-12)$

What is the value of this expression?

★ **F.** -3

G. 51

H. 21

J. 27

$5(-3) + 24 + (-12)$
$-15 + 24 + (-12)$
$9 + (-12)$
-3

MODULE 3 • TOPIC 2 • END OF TOPIC ASSESSMENT 43

Notes

3. Which equation is **NOT** true?

A. $-26 - (-50) = 24$

★ **B.** $-18 - (-34) = -52$

C. $15 - (-9) = 24$

D. $-31 - 24 = -55$

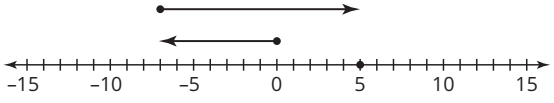
$-26 - (-50) = 24$
$-26 + 50 = 24$

$-18 - (-34) = 16$
$-18 + 34 = 16$

$15 - (-9) = 24$
$15 + 9 = 24$

$-31 - 24 = -55$

4. Which sum or difference is modeled on the number line?



F. $5 + (-12) = 7$

★ **G.** $-7 + 12 = 5$

H. $5 - (-12) = -7$

J. $-7 + (-12) = 5$

The arrow begins at 0 and moves to the left 7 units. This is −7. Then the arrow moves to the right twelve units. This is 12. The final point is at 5.

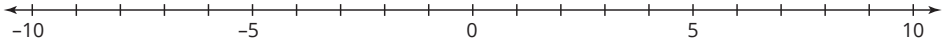
$-7 + 12 = 5$

44 MODULE 3 • TOPIC 2 • END OF TOPIC ASSESSMENT

Notes

5. Write an equation that can be used to determine the final location by connecting the movements indicated in the table.

Starting Position	Steps Backward	Steps Forward	Equation
−1	7	3	$-1 + (-7) + 3 = -5$



6. William is playing a game that involves rolling a black numbered cube and a red numbered cube. The result of a red number cube represents a negative number, and the result of a black number cube represents a positive number. William's current score is 4. Then, William rolls a red 5 and a black 3.

   Write an equation to represent William's new score.

   $4 + (-5) + 3 = 2$

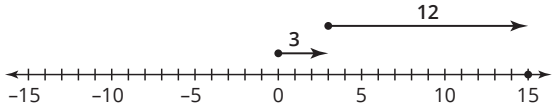
MODULE 3 • TOPIC 2 • END OF TOPIC ASSESSMENT 45

Notes

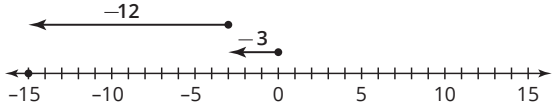
7. Which number line represents the expression?

$3 + (-12)$

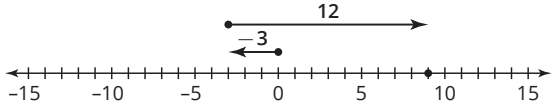
A.



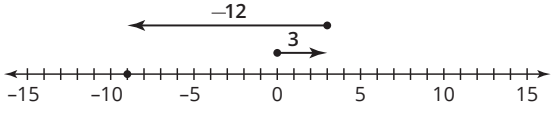
B.



C.



★ **D.**



3 is represented by an arrow beginning at 0 and going right three units. −12 is represented by an arrow beginning at 3, going left twelve units, and ending at −10.

8. Write the value of the expression.

$-8 \cdot 5 - (-9)$

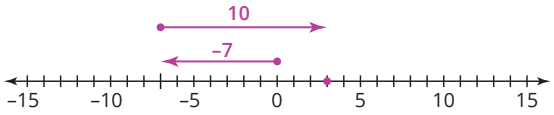
-31

46 MODULE 3 • TOPIC 2 • END OF TOPIC ASSESSMENT

Notes

9. Use the number line to represent the expression and determine the unknown integer.

$-7 + \underline{10} = 3$



10. The table gives the lowest temperatures ever recorded in five U.S. cities. Use this table to answer the question.

Lowest Recorded Temperatures (°F)				
Juneau, AK	El Paso, TX	Miami, FL	Chicago, IL	San Diego, CA
−22	−8	27	−27	25

What is the difference between the temperatures listed for Miami and Juneau? Explain your reasoning.

I set up a subtraction equation using the temperatures for Miami and Juneau from the table. Subtracting a negative number is the same as adding a positive number.

$27 - (-22) = 27 + 22 = 49$

MODULE 3 • TOPIC 2 • END OF TOPIC ASSESSMENT 47

Notes

48 MODULE 3 • TOPIC 2 • END OF TOPIC ASSESSMENT

MODULE 3, TOPIC 2 ASSESSMENT SCORING GUIDE

2 Operating with Integers

TOPIC 2: Number and Operations

1 DAY PACING = 45-MINUTE SESSION

The student is expected to:

6.3C Represent integer operations with concrete models and connect the actions with the models to standardized algorithms.

6.3D Add, subtract, multiply, and divide integers fluently.

Question Number	TEKS*	Point Value	Scoring Guidance
1	6.3C	2	• The student selects both of the correct answers. (2 point) • The student selects one of the correct answers. (1 point) • The student does not select either of the correct answers. (0 points)
2	**6.3D**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
3	**6.3D**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
4	6.3C	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
5	6.3C	1	• The student writes the correction equation to find the final position. (1 point) • The student does not write the correction equation to find the final position. (0 points)
6	**6.3D**	1	• The student writes the correction equation to find the new score. (1 point) • The student does not write the correction equation to find the new score. (0 points)
7	6.3C	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
8	**6.3D**	1	• The student correctly writes the value of the expression. (1 point) • The student does not correctly write the value of the expression. (0 points)
9	6.3C	1	• The student correctly identifies the unknown integer. (1 point) • The student does not correctly identify the unknown integer. (0 points)
10	**6.3D**	2	• The student correctly writes the difference of the temperatures and explains their reasoning. (2 points) • The student correctly writes the difference of the temperatures but does not explain their reasoning. (1 point) • The student does not correctly write the difference of the temperatures or explain their reasoning. (0 points)

*Bold TEKS = Readiness Standard

Response to Student Performance		
TEKS*	**Question(s)**	**Recommendations**
6.3C	1	**To support students:** • Use Skills Practice Set V.B for additional practice. • Review Lesson 5 Assignment Practice Questions 4-6.
	4, 5, 7	**To support students:** • Use Skills Practice Sets II.A and IV.A for additional practice. • Review Lesson 2 Assignment Practice Questions 1-10. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set II.
	9	**To support students:** • Use Skills Practice Set II.B for additional practice. • Review Lesson 2 Assignment Practice Questions 11-15.
6.3D	2, 8	**To support students:** • Use Skills Practice Set V.E for additional practice. • Review Lesson 5 Assignment Practice Questions 9-16.
	3, 10	**To support students:** • Use Skills Practice Sets IV. C and D for additional practice. • Review Lesson 4 Assignment Practice Questions 2 and 3. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set IV.
	6	**To support students:** • Use Skills Practice Sets I. B and C for additional practice. • Review Lesson 3 Assignment Practice Questions 4-11. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set III.
NOTE: Both teachers and administrators should refer to the Assessment Guidance and Analysis section of the Course and Implementation Guide for additional support in analyzing and responding to student data.		

*Bold TEKS = Readiness Standard