GRADE 6

MODULE 1

Composing and Decomposing

End of Topic Assessment

Notes

Name _____ Date _____

1. Which statement shows the correct prime factorization for the number provided?

   A. $100 = 2 \cdot 5^2$

   B. $60 = 3 \cdot 4 \cdot 5$

   C. $48 = 2^3 \cdot 3$

   ★ **D.** $36 = 2^2 \cdot 3^2$

   $2^2 \cdot 3^2 = 4 \cdot 9 = 36$

   2 and 3 are prime numbers.

2. Determine the unknown addend that makes the expression equivalent to 150.

   $15($ ___7___ $+ 3)$

   $15(7 + 3)$

   $15(10)$

   150

3. Which two expressions each represent $\frac{5}{11}$?

   F. $5 \overline{)11}$ and $5 \div 11$

   G. $11 \overline{)5}$ and $11 \div 5$

   ★ **H.** $11 \overline{)5}$ and $5 \div 11$

   J. $5 \overline{)11}$ and $11 \div 5$

4. Which statement about 8 multiplied by $\frac{1}{3}$ must be true?

   A. The product is greater than 8.

   ★ **B.** The product is between $\frac{1}{3}$ and 8.

   C. The product is less than $\frac{1}{3}$.

   D. The product is between 7 and 8.

MODULE 1 • TOPIC 1 • END OF TOPIC ASSESSMENT 3

Notes

5. Chloe has $\frac{7}{8}$ yard of spirit ribbon to make hair bows for her friends. It takes $\frac{1}{12}$ yard to make each hair bow. Chloe will use the following expression to calculate the number of hair bows that she can make from $\frac{7}{8}$ yard spirit ribbon.

$$\frac{7}{8} \div \frac{1}{12}$$

Which expression can also be used to calculate the number of hair bows that can be made from $\frac{7}{8}$ yard of spirit ribbon?

F. $\frac{8}{7} \cdot \frac{1}{12}$

G. $\frac{8}{7} \cdot \frac{12}{1}$

H. $\frac{7}{8} \cdot \frac{1}{12}$

★ **J.** $\frac{7}{8} \cdot \frac{12}{1}$

You can divide fractions by multiplying by the reciprocal.

6. Select **TWO** fractions that are equivalent to $\frac{2}{8}$.

★ **A.** $\frac{7}{28}$

B. $\frac{4}{32}$

C. $\frac{4}{10}$

D. $\frac{6}{12}$

★ **E.** $\frac{3}{12}$

$\frac{2}{8} = \frac{2 \div 2}{8 \div 2} = \frac{1}{4}$

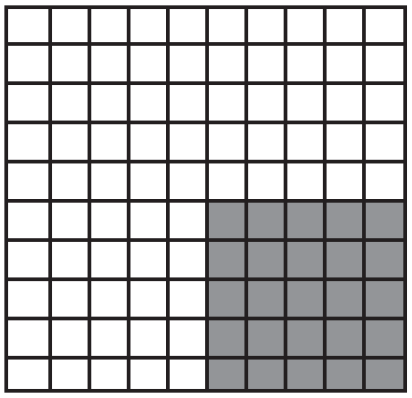
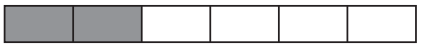
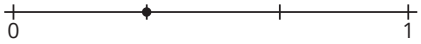
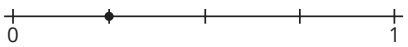
$\frac{7}{28} = \frac{7 \div 7}{28 \div 7} = \frac{1}{4}$

$\frac{3}{12} = \frac{3 \div 3}{12 \div 3} = \frac{1}{4}$

4 MODULE 1 • TOPIC 1 • END OF TOPIC ASSESSMENT

Notes

7. Which of the models represent the benchmark fraction $\frac{1}{4}$?

Model	$\frac{1}{4}$	A fraction other than $\frac{1}{4}$
	☑ There are 100 boxes and 25 of them are shaded. $\frac{25}{100} = \frac{25 \div 25}{100 \div 25} = \frac{1}{4}$	☐
	☐	☑ There are 6 boxes and 2 of them are shaded. $\frac{2}{6} = \frac{2 \div 2}{6 \div 2} = \frac{1}{3}$
	☐	☑ The point is on the first of three equal parts between 0 and 1.
	☑ There are 8 boxes and 2 of them are shaded. $\frac{2}{8} = \frac{2 \div 2}{8 \div 2} = \frac{1}{4}$	☐
	☑ The point is on the first of four equal parts between 0 and 1.	☐

MODULE 1 • TOPIC 1 • END OF TOPIC ASSESSMENT 5

Notes

8. Order the numbers from least to greatest.

$\frac{7}{5}, \frac{1}{16}, 1\frac{1}{8}, \frac{7}{12}$

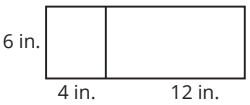
$\frac{1}{16}, \frac{7}{12}, 1\frac{1}{8}, \frac{7}{5}$

9. Calculate the product. Write your answer in lowest terms.

$\frac{8}{9} \cdot 2\frac{4}{7}$

$\frac{8}{9} \cdot 2\frac{4}{7} = \frac{8}{\cancel{9}_{1}} \cdot \frac{\cancel{18}^{2}}{7} = \frac{16}{7} = 2\frac{2}{7}$

10. Use the diagram to answer the question.



Determine the area of the rectangle in square inches.

$6(4) + 6(12)$

$24 + 72$

96

The area of the entire rectangle is 96 in.^{2}.

11. Mia has 6 teaspoons of salt. She puts $\frac{1}{4}$ teaspoon of salt in each batch of blueberry muffins that she makes. How many batches of muffins can Mia make?

$6 \div \frac{1}{4} = 6 \cdot \frac{4}{1} = 6 \cdot 4 = 24$

Mia can make 24 batches of muffins.

6 MODULE 1 • TOPIC 1 • END OF TOPIC ASSESSMENT

MODULE 1, TOPIC 1 ASSESSMENT SCORING GUIDE

1 Factors and Multiples

Number and Operations

1 DAY PACING = 45-MINUTE SESSION

The student is expected to:

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

6.2E extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$.

6.3A recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.

6.3B determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one.

6.3E multiply and divide positive rational numbers fluently.

Proportionality

The student is expected to:

6.4F represent benchmark fractions and percents such as 1%, 10%, 25%, 33 $\frac{1}{3}$%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers.

6.5C use equivalent fractions, decimals, and percents to show equal parts of the same whole.

Expressions, Equations, and Relationships

The student is expected to:

6.7A generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization.

6.7D generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.

6.8D determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.

Question Number	TEKS*	Point Value	Scoring Guidance
1	**6.7A**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
2	**6.7D**	1	• The student correctly writes the answer on the line. (1 point) • The student incorrectly writes the answer on the line. (0 points)
3	6.2E	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
4	6.3B	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
5	6.3A	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
6	6.5C	2	• The student selects both correct answers. (2 points) • The student selects one correct answer. (1 point) • The student does not select any correct answers. (0 points)

*Bold TEKS = Readiness Standard

Question Number	TEKS*	Point Value	Scoring Guidance
7	6.4F	2	• The student correctly represents the benchmark fraction $\frac{1}{4}$ on all five models. (2 points) • The student correctly represents the benchmark fraction $\frac{1}{4}$ on one, two, three, or four models. (1 point) • The student does not correctly represent the benchmark fraction $\frac{1}{4}$ on any models. (0 points)
8	**6.2D**	1	• The student correctly orders the fractions from least to greatest. (1 point) • The student incorrectly orders the fractions. (0 points)
9	**6.3E**	1	• The student determines the correct product. (1 point) • The student does not determine the correct product. (0 points)
10	**6.8D**	1	• The student determines the correct area. (1 point) • The student does not determine the correct area. (0 points)
11	**6.3E**	1	• The student determines the correct number of batches Mia can make. (1 point) • The student does not determine the correct number of batches Mia can make. (0 points)

Response to Student Performance

TEKS*	Question(s)	Recommendations
6.2D	8	**To support students:** • Review ordering rational numbers. • Use Skills Practice Set IV.A for additional practice. • Review Lesson 4 Assignment Practice Question 15.
6.2E	3	**To support students:** • Review ordering rational numbers. • Use Skills Practice Set VI.A for additional practice. • Review Lesson 6 Assignment Practice Questions 2 and 3.
6.3A	5	**To support students:** • Review dividing by rational numbers and multiplying by reciprocals. • Use Skills Practice Set VI.B for additional practice. • Review Lesson 6 Assignment Practice Question 1.
6.3B	4	**To support students:** • Review what happens to a quantity when multiplied by a fraction. • Use Skills Practice Set V.D for additional practice. • Review Lesson 5 Assignment Practice Questions 1-8.

*Bold TEKS = Readiness Standard

Response to Student Performance		
TEKS*	**Question(s)**	**Recommendations**
6.3E	9	**To support students:** • Review multiplication of positive rational numbers. • Use Skills Practice Sets V.A, V.B, and V.C for additional practice. • Review Lesson 5 Assignment Practice Questions 1-8. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set V.
	11	**To support students:** • Review division of positive rational numbers. • Use Skills Practice Sets VI.A and VI.C for additional practice. • Review Lesson 6 Assignment Practice Questions 1-3. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set VI.
6.4F	7	**To support students:** • Review benchmark fractions and percents. • Use Skills Practice Sets III.A and IV.B, IV.C, IV.D, and IV.E for additional practice. • Review Lesson 3 Assignment Practice Questions 1-3 and Lesson 4 Assignment Practice Questions 1-16. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Sets III and IV.
6.5C	6	**To support students:** • Review equivalent fractions, decimals, and percents. • Use Skills Practice Set III.B for additional practice. • Review Lesson 3 Assignment Practice Questions 4-7.
6.7A	1	**To support students:** • Review least common multiple, greatest common factor, and prime factorization. • Use Skills Practice Sets II.A, II.B, II.C, and II.F for additional practice. • Review Lesson 2 Assignment Practice Questions 1-4. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set II.
6.7D	2	**To support students:** • Review properties of operations. • Use Skills Practice Sets I.A, I.B, I.C, I.D, and II.D for additional practice. • Review Lesson 1 Assignment Practice Questions 1-6. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set I.

*Bold TEKS = Readiness Standard

Response to Student Performance		
TEKS*	**Question(s)**	**Recommendations**
6.8D	10	**To support students:** • Review the area of a rectangle. • Use Skills Practice Set I.A for additional practice.
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

End of Topic Assessment

Notes

Name _____ D ate _____

1. Which set of measures **CANNOT** be angle measures of a triangle?

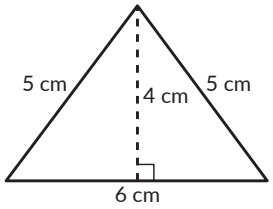
★ **A.** 55°, 55°, 71° 55° + 55° + 71° = 181°

B. 2°, 2°, 176° The sum of the three angles in a triangle must equal 180°.

C. 11.9°, 19.1°, 149°

D. 58°, 63°, 59°

2. Ms. Chen will paint a triangular tile. An image of the tile is shown.



Which of the following can be used to calculate the area of the triangular tile?

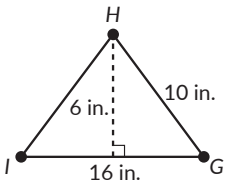
F. $A = (6 \text{ cm})(4 \text{ cm})$ $A_{Triangle} = \frac{1}{2}bh$

G. $A = (6 \text{ cm})(5 \text{ cm})$

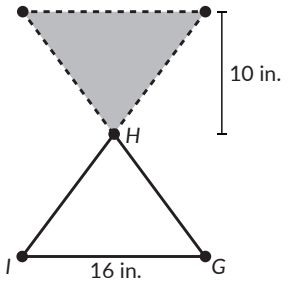
★ **H.** $A = \frac{1}{2}(6 \text{ cm})(4 \text{ cm})$

J. $A = \frac{1}{2}(6 \text{ cm})(5 \text{ cm})$

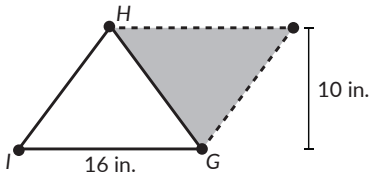
3. Which diagram best models the area formula for Triangle *GHI*?



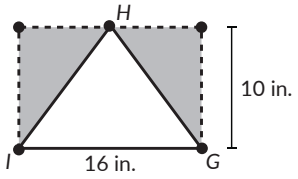
A.



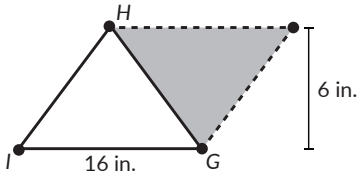
B.



C.



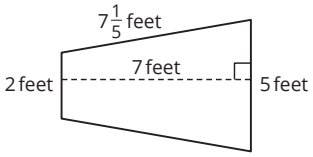
★ **D.**



MODULE 1 • TOPIC 2 • END OF TOPIC ASSESSMENT 7

Notes

4. The planning committee submitted a plan to the town architect to revitalize the town square. Their plan includes a new flagpole with a concrete base in the shape of a trapezoid. The base of the trapezoid and its dimensions are shown.



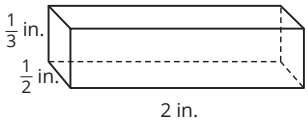
What is the area of the concrete base proposed by the planning committee in square feet?

$$A_{Trapezoid} = \frac{1}{2}h(b_1 + b_2)$$
$$= \frac{1}{2}(7)(5 + 2)$$
$$= \frac{1}{2}(7)(7)$$
$$= \frac{1}{2} \cdot 49$$
$$= 24\frac{1}{2}$$

The area of the concrete base is $24\frac{1}{2}$ ft^2.

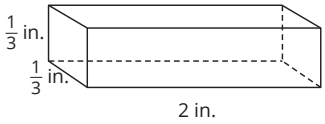
5. Noah is comparing four geometric solids. Order the volume of the solids from greatest to least.

Solid A



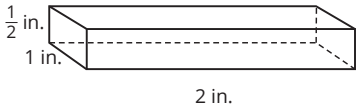
$$V = \ell wh$$
$$= 2 \cdot \frac{1}{2} \cdot \frac{1}{3}$$
$$= \frac{1}{3} \text{ in.}^3$$

Solid B



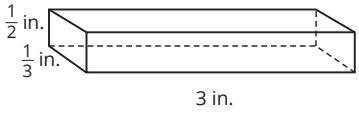
$$V = \ell wh$$
$$= 2 \cdot \frac{1}{3} \cdot \frac{1}{3}$$
$$= \frac{2}{9} \text{ in.}^3$$

Solid C



$$V = \ell wh$$
$$= 2 \cdot 1 \cdot \frac{1}{2}$$
$$= 1 \text{ in.}^3$$

Solid D



$$V = \ell wh$$
$$= 3 \cdot \frac{1}{3} \cdot \frac{1}{2}$$
$$= \frac{1}{2} \text{ in.}^3$$

Solid *C*, Solid *D*, Solid *A*, Solid *B*

8 MODULE 1 • TOPIC 2 • END OF TOPIC ASSESSMENT

Notes

6. Determine whether it is possible to form a triangle using the set of segments with the given measurements. Select **TWO** correct answers.

★ **F.** 11 in., 8 in., 16 in. $11 + 8 = 19$, and 19 is greater than 16.

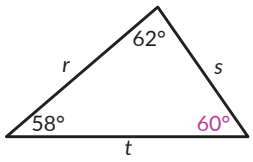
G. 5 cm, 5 cm, 10 cm

★ **H.** 4 ft, 3 ft, $3\frac{1}{2}$ ft $3 + 3\frac{1}{2} = 6\frac{1}{2}$, and $6\frac{1}{2}$ is greater than 4.

J. 12 m, 3 m, 8 m

K. 9.1 yards, 7 yards, 16.2 yards

7. Order the side lengths from shortest to longest.



s, *r*, *t*

$58 + 62 + ? = 180°$

$180 - 58 - 62 = 60°$

The greater the angle measure, the longer the measurement of the opposite side.

$58° < 60° < 68°$

8. The area of a parallelogram is 27 square meters, and the length of the parallelogram is 9 meters. What is the width of the parallelogram in meters?

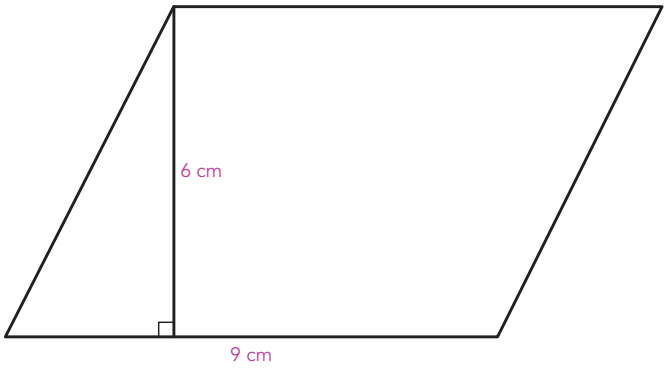
$27 \div 9 = 3$

The width of the parallelogram is 3 meters.

MODULE 1 • TOPIC 2 • END OF TOPIC ASSESSMENT 9

Notes

9. Use a ruler to measure the dimensions of the given parallelogram to the nearest centimeter. What is the area of the parallelogram in square centimeters?



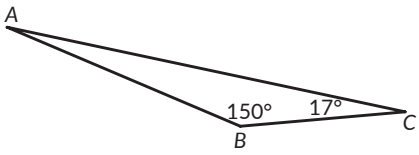
$A = bh$

$A = (9)(6)$

$A = 54$

The area is 54 square centimeters.

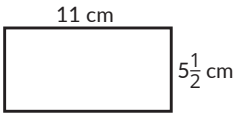
10. In triangle ABC shown below, what is the measure of $\angle A$ in degrees?



$m\angle A = 180° - 150° - 17° = 13°$

13 degrees

11. The rectangle shown represents the base of a rectangular prism. The height of the prism is 6 cm. Determine the volume of the prism.



$V = Bh$

$V = 11 \cdot 5\frac{1}{2} \cdot 6 = 363$

The volume is 363 cubic centimeters.

10 MODULE 1 • TOPIC 2 • END OF TOPIC ASSESSMENT

MODULE 1, TOPIC 2 ASSESSMENT SCORING GUIDE

2 Shapes and Solids

Expressions, Equations, and Relationships

1 DAY PACING = 45-MINUTE SESSION

The student is expected to:

6.8A extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle.

6.8B model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.

6.8C write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.

6.8D determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.

Question Number	TEKS*	Point Value	Scoring Guidance
1	6.8A	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
2	6.8C	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
3	6.8B	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
4	**6.8D**	1	• The student determines the correct area of the trapezoid. (1 point) • The student does not determine the correct area of the trapezoid. (0 points)
5	**6.8D**	1	• The student correctly orders the volumes of the solids from least to greatest. (1 point) • The student incorrectly orders the volumes. (0 points)
6	6.8A	2	• The student selects both correct answers. (2 points) • The student selects one of 2 correct answers. (1 point) • The student does not select any correct answers. (0 points)
7	6.8A	1	• The student correctly orders the side lengths from shortest to longest. (1 point) • The student incorrectly orders the lengths. (0 points)
8	**6.8D**	1	• The student determines the correct width of the parallelogram. (1 point) • The student does not determine the correct width of the parallelogram. (0 points)
9	**6.8D**	1	• The student determines the correct area of the parallelogram. (1 point) • The student does not determine the correct area of the parallelogram. (0 points)
10	6.8A	1	• The student determines the correct measure of $\angle A$. (1 point) • The student does not determine the correct measure of $\angle A$. (0 points)
11	**6.8D**	1	• The student determines the correct volume of the prism. (1 point) • The student does not determine the correct volume of the prism. (0 points)

*Bold TEKS = Readiness Standard

Response to Student Performance		
TEKS*	**Question(s)**	**Recommendations**
6.8A	1, 10	**To support students:** • Review the Triangle Sum theorem. • Use Skills Practice Sets II.A and II.B for additional practice. • Review Lesson 2 Assignment Practice Questions 1 and 2. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set II.
	6	**To support students:** • Review the Triangle Inequality theorem with students. • Use Skills Practice Sets I.A and I.B for additional practice. • Review Lesson 1 Assignment Practice Questions 1 and 2. **To challenge students:** • Extend student knowledge with Skill Practice Extension Set I.
	7	**To support students:** • Use Skills Practice Sets II.A and II.B for additional practice. • Review Lesson 2 Assignment Practice Questions 1 and 3.
6.8B	**3**	**To support students:** • Review Skills Practice Sets III.A and III.B for additional practice. • Review Lesson 3 Assignment Practice Questions 1, 3, and 6.
6.8C	**2**	**To support students:** • Review the formula for the area of a triangle with students. • Use Skills Practice Sets III.C and III.D for additional practice. • Review Lesson 3 Assignment Practice Questions 2 and 4. **To challenge students:** • Extend student knowledge with Skills Practice Extension Set III Question 2.

*Bold TEKS = Readiness Standard

Response to Student Performance		
TEKS*	**Question(s)**	**Recommendations**
6.8D	4	**To support students:** • Review the formula for the area of a parallelogram. • Review Skills Practice Sets III.B, III.C, and III.D for additional practice. • Review Lesson 3 Assignment Practice Question 5.
	5, 11	**To support students:** • Review the formula for the volume of a rectangular prism. • Use Skills Practice Sets IV.A and IV.B for additional practice. • Review Lesson 4 Assignment Practice Questions 1–3. **To challenge students:** • Extend student knowledge with Skills Practice Extension Set IV.
	8	**To support students:** • Review Questions 6 and 9 from Lesson 3 Activity 3.4. • Use Skills Practice Sets III.B, III.C, and III.D for additional practice. • Review Lesson 3 Assignment Practice Questions 3, 4, and 6. **To challenge students:** • Extend students' knowledge with Skills Practice Extension Set III Question 2.
	9	**To support students:** • Review Questions 1 through 5 from Lesson 3 Activity 3.4. • Use Skills Practice Sets III.B, III.C, and III.D for additional practice. • Review Lesson 3 Assignment Practice Questions 1 and 2. **To challenge students:** • Extend students' knowledge with Skills Practice Extension Set III 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

End of Topic Assessment

Notes

Name _____ D ate _____

1. Noah correctly labeled the numbers 32.6, $32\frac{1}{4}$, 32.98, and $32\frac{4}{5}$ on the number line below.

Which number was located closest to 32?

A. 32.6

★ **B.** $32\frac{1}{4}$

C. 32.98

D. $32\frac{4}{5}$

2. The heights, in meters, of a collection of plants are shown in the table. Order the plants from the tallest plant to the shortest plant.

Plant	Height (in meters)
A	$\frac{3}{2}$
B	0.65
C	$\frac{6}{10}$
D	1
E	0.06

A, D, B, C, E

$\frac{3}{2} = 1.5$

$0.65 = 0.65$

$\frac{6}{10} = 0.60$

$1 = 1$

$0.06 = 0.06$

$\frac{3}{2} > 1 > 0.65 > \frac{6}{10} > 0.06$

MODULE 1 • TOPIC 3 • END OF TOPIC ASSESSMENT 11

Notes

3. A painter took 112.5 hours to complete a task. A second painter will take 2.5 times as long to complete the task. Based on the information, which statement is true?

   F. The task will take the second painter 115 hours to complete, because 112.5 + 2.5 = 115.

   G. The task will take the second painter 120.5 hours to complete, because 112.5 + 2.5 = 120.5.

★ **H.** The task will take the second painter 281.25 hours to complete, because 112.5 · 2.5 = 281.25.

   J. The task will take the second painter 301.25 hours to complete, because 112.5 · 2.5 = 301.25.

4. A rectangle has an area of 90 square centimeters and a height of 12.5 centimeters. What is the length of the base?

★ **A.** 7.2 cm 90 ÷ 12.5 = 7.2

   B. 72 cm

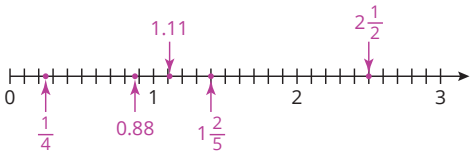
   C. 112.5 cm

   D. 1125 cm

5. Plot a point to represent each value on the number line shown. Label each point with the value.

   a. $\frac{1}{4}$ **b.** $1\frac{2}{5}$ **c.** $2\frac{1}{2}$

   d. 0.88 **e.** 1.11



12 MODULE 1 • TOPIC 3 • END OF TOPIC ASSESSMENT

Notes

6. Olympic runners can complete the 400-meter dash in under one minute. The best times (in seconds) for six Olympic runners are shown. Order the times from the fastest time to the slowest time.

45.6	46.67	47.22	46.4
46.309	45.39		

45.39, 45.6, 46.309, 46.4, 46.67, 47.22

7. Liam put the following items in his shopping cart at the warehouse store.

2 bottles of dish detergent	$5.39 per bottle
Laundry soap	$17.97 per bottle
4 packages of bar soap	$8.75 per package
2 packages of paper towels	$22.49 per package
3 packages of facial tissues	$12.77 per package

How much will Liam spend on laundry soap and bar soap?

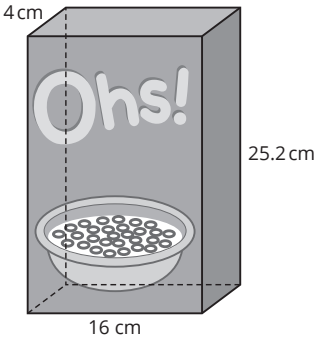
17.97 + 4(8.75) = 52.97

Liam will spend $52.97 on laundry soap and bar soap.

MODULE 1 • TOPIC 3 • END OF TOPIC ASSESSMENT 13

Notes

8. The *Ohs!* cereal box is a right rectangular prism with the given dimensions in centimeters. What is the volume of the cereal box in cubic centimeters?



$16 \cdot 4 \cdot 25.2 = 1612.8$

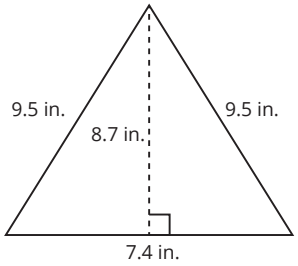
The volume of the cereal box is 1612.8 cubic centimeters.

9. Crunchy Chewy snack mix comes in a box of 12 single-serve bags. You and two friends purchase 2 boxes of Crunchy Chewy snack mix for $30.96. You split the cost between the three of you. How much does each person pay?

$30.96 \div 3 = 10.32$

Each person pays $10.32.

10. Determine the area of the triangle shown.



$A = \frac{1}{2}bh$

$A = \frac{1}{2}(7.4)(8.7) = 32.19$ square inches

14 MODULE 1 • TOPIC 3 • END OF TOPIC ASSESSMENT

MODULE 1, TOPIC 3 ASSESSMENT SCORING GUIDE

3 Decimals

Number and Operations

1 DAY PACING = 45-MINUTE SESSION

The student is expected to:

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.

6.3E multiply and divide positive rational numbers fluently.

Expressions, Equations, and Relationships

The student is expected to:

6.8D determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.

Question Number	TEKS*	Point Value	Scoring Guidance
1	6.2C	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 correctly orders the plants from tallest to shortest. (1 point) • The student incorrectly orders the plants. (0 points)
3	**6.3E**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
4	**6.8D**	1	• The student selects the correct answer. (1 point) • The student does not select the correct answer. (0 points)
5	6.2C	2	• The student correctly plots all five points on the number line. (2 points) • The student correctly plots at least three points on the number line. (1 point) • The student correctly plots less than three points on the number line. (0 points)
6	**6.2D**	1	• The student correctly orders the times from fastest to slowest. (1 point) • The student incorrectly orders the times from fastest to slowest. (0 points)
7	**6.3E**	1	• The student determines the correct amount that Colin will spend on bar soap. (1 point) • The student does not determine the correct amount. (0 points)
8	**6.8D**	1	• The student determines the correct volume of the cereal box. (1 point) • The student does not determine the correct volume. (0 points)
9	**6.3E**	1	• The student determines the correct amount that each person pays. (1 point) • The student does not determine the correct amount that each person pays. (0 points)
10	**6.8D**	1	• The student determines the correct number of servings. (1 point) • The student does not determine the correct number of servings. (0 points)

*Bold TEKS = Readiness Standard

Response to Student Performance		
TEKS*	**Question(s)**	**Recommendations**
6.2C	1, 5	**To support students:** • Review how to locate points on a number line. • Use Skills Practice Set I.A for additional practice. • Review Lesson 1 Assignment Practice Questions 1, 2, and 4.
6.2D	2, 6	**To support students:** • Review ordering rational numbers. • Use Skills Practice Sets I.B and I.C for additional practice. • Review Lesson 1 Assignment Practice Questions 3 and 5. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Set I.
6.3E	3, 7	**To support students:** • Review multiplication of positive rational numbers. • Use Skills Practice Sets II.A, II.B, and II.C for additional practice. • Review Lesson 2 Assignment Practice Questions 1 and 2.
	9, 10	**To support students:** • Review division of positive rational numbers. • Use Skills Practice Sets III.A, III.B, III.C, and III.D for additional practice. • Review Lesson 3 Assignment Practice Questions 1–3.
6.8D	4, 8, 10	**To support students:** • Review formulas for areas of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms. • Use Skills Practice Sets II.D and III.D for additional practice. • Review Lesson 2 Assignment Practice Question 2. **To challenge students:** • Extend student knowledge with the Skills Practice Extension Sets II and 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.		

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