

GRADE 6

TEKS/STAAR Spiraled Practice and Profile Booklets

Correlated by Category/TEKS

Overview

OVERVIEW

This document was created with all students in mind and provides teachers with sets of 3 spiraled questions to assess student mastery of TEKS assessed on STAAR as well as Class and Student Profiles designed for recording and analysis of performance data. Each question in this document is correlated to a specific STAAR Category and TEKS.

This document provides both multiple choice and answer grid formats. However, the questions can easily be utilized without the multiple choice answers or answer grid. The questions are spiraled through all TEKS and pieces of TEKS that are eligible for assessment on STAAR. Twenty spirals are provided for each six weeks for a total of 120 Spiraled Practice sets.

The spiraling of the questions takes into consideration the following information from the STAAR Grade 6 Mathematics Blueprint released from the TEA in January 2014:

- 60% - 65% of the questions will assess Readiness Standards – 31-34 of 52 total questions
- 35% - 40% of the questions will assess Supporting Standards – 18-21 of 52 total questions
- 48 questions will be multiple choice format and 4 questions will be griddable format

The Profiles were designed to enable teachers and students to keep a record of mastery of all TEKS, not just the ones assessed on STAAR. Every question on each Spiraled Practice is correlated on the Profiles. Teachers keep a Class Profile to guide plans for instruction for each class they teach. Students keep a Student Profile so they will know their own individual strengths and weaknesses. Teachers view individual Student Profiles to guide plans for small group instruction and individualized tutorials.

There is no answer key provided for this document, as the authors' philosophy is that each teacher should create a personalized Solutions Manual so the teacher becomes more familiar with the TEKS and assessment of the TEKS, as well as formulates various solution strategies for each question. Teachers are encouraged to communicate with the authors regarding discussion of any question in this document.

AUTHORS' VISION FOR IMPLEMENTATION – SPIRALED PRACTICE

- Begin the class period with a Spiraled Practice. Students work in Partner Pairs until Six Weeks 4 when they begin working individually without assistance.
- Students should first identify the **MAIN IDEA** and **SUPPORTING DETAILS** for each problem, then work each problem – they must show all work they do to help them choose their answer – the objective would be that anyone who looks at their paper should be able to understand how they chose their answer.
- After students begin working, quietly assign three different Partner Pairs as **SHARE PAIRS** for the 3 problems. If you have an opaque projection device, the share pairs will share their work from their paper. If you do not, then prior to class label 3 different transparencies as #1, #2, and #3 (small numbers in the top left corner of each transparency) and distribute the blank transparencies and overhead pens to the **SHARE PAIRS** so they will be able to show their work utilizing an overhead projector.
- The **SHARE PAIRS** are assigned to work on their assigned problem **FIRST**, then complete the other questions if they have time – they must **SHOW** all work – the teacher should monitor the share pairs closely and answer any questions they have about the problem.
- **ALL** students should work in pairs to complete a Spiraled Practice in 6 minutes – each student recording on their individual page(s). Call **TIME** after 6 minutes.
- Immediately **SHARE PAIR 1** places their paper or paper or transparency on the projection device and shares how they solved the problem. First, they say “The main idea of the problem is...”; then they say “The supporting details in the problem are...”. Then they share the process they used to answer the problem. After sharing, they ask the class: “Did anyone get a different answer?” and “Did anyone solve the problem differently?” If someone did, they share and discussion follows. If the **SHARE PAIR** could not complete the problem (however, every share pair/student should be expected to find the main idea and supporting details in each problem, even if they cannot answer the problem), they ask the class if anyone could complete the problem – if so, a pair that completed the problem is asked to come up and share their work with discussion following.
- If no student could answer the problem correctly, the teacher makes a decision whether to continue discussion of the problem at this point, or to delay discussion until a more appropriate time (if the decision is made to delay discussion, tell the students that they will be working on this problem in a major lesson later and discussion will continue then).

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115	Category 3/6.8D	Category 4/6.12D	Category 2/6.4B
116	Category 2/6.9A	Category 1/6.7A	Category 4/6.14F
117	Category 1/6.7D	Category 2/6.3E	Category 3/6.8A
118	Category 4/6.12C	Category 2/6.9B	Category 2/6.9C
119	Category 3/6.8C	Category 2/6.6B	Category 1/6.2D
120	Category 2/6.3D	Category 3/6.8D	Category 2/6.10B

TEKS/STAAR SPIRALED PRACTICE 1
Grade 6

1. A plumber used 4 pieces of pipe of different lengths when installing a new sink. Which list represents the lengths of the pieces of pipe in order from longest to shortest?

- A** $18\frac{1}{2}$ in., $18\frac{3}{4}$ in., $19\frac{1}{2}$ in., $18\frac{3}{8}$ in.
- B** $19\frac{1}{2}$ in., $18\frac{1}{2}$ in., $18\frac{3}{8}$ in., $18\frac{3}{4}$ in.
- C** $19\frac{1}{2}$ in., $18\frac{3}{8}$ in., $18\frac{1}{2}$ in., $18\frac{3}{4}$ in.
- D** $19\frac{1}{2}$ in., $18\frac{3}{4}$ in., $18\frac{1}{2}$ in., $18\frac{3}{8}$ in.

-
2. Lorraine works at the day care after school. She is earning money to buy her new clothes. The table below shows the earnings Lorraine made.

Lorraine's Earnings

Number of Hours, h	12	10	11	15	8
Earnings, e	\$84	\$70	\$77	\$105	\$56

Which equation describes this situation?

- F** $e = h + 7$
- G** $e = h + 72$
- H** $e = 7h$
- J** $e = 8h$

-
3. Mrs. Jones bought a sack of potatoes that weighed 5 pounds 10 ounces. What was the total weight of the potatoes in ounces?

- A** 50 ounces
- B** 60 ounces
- C** 80 ounces
- D** 90 ounces

TEKS/STAAR SPIRALED PRACTICE 21
Grade 6

1. The table below shows the number of each flavor of lollipop in a bag.

Lollipops

Flavor of Lollipop	Number of Lollipops
Grape	10
Cherry	15
Strawberry	23
Lime	15
Orange	12

Which two flavors make up $33\frac{1}{3}\%$ of the bag of lollipops?

- A** Grape and Strawberry
 - B** Lime and Orange
 - C** Grape and Cherry
 - D** Cherry and Orange
-

2. Which statement is NOT true?

- F** All integers are rational numbers.
 - G** If a number is an integer, then the number is a whole number.
 - H** If a number can be written as a ratio of two integers, then it is a rational number.
 - J** If a number is an integer, then it may not be a whole number.
-

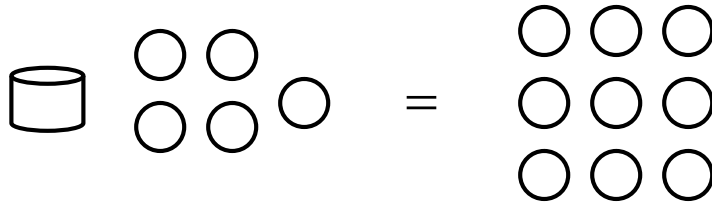
3. Which statement is true?

- A** $120 \times \frac{3}{5} > 120$
- B** $85 \times \frac{6}{5} > 85$
- C** $42 \times \frac{9}{7} < 42$
- D** $55 \times \frac{1}{5} > 55$

TEKS/STAAR SPIRALED PRACTICE 41
Grade 6

1. Greenwood's sixth grade basketball team made twelve 2-point shots and three 3-point shots in the game on Tuesday night. Which statement best describes the relationship between the number of 2-point shots made and the number of 3-point shots made?
- A** The number of 2-point shots made is 3 times the number of 3-point shots made.
 - B** The number of 2-point shots made is 4 times the number of 3-point shots made.
 - C** The number of 2-point shots made is 0.25 times the number of 3-point shots made.
 - D** The number of 2-point shots made is 1.5 times the number of 3-point shots made.

-
2. The model below represents the equation $x + 5 = 9$.



What should you do to solve the equation for x ?

- F** Add 5 circles to both sides of the model
 - G** Subtract 5 circles from both sides of the model
 - H** Subtract 9 circles from both sides of the model
 - J** Not Here
-
3. Lorena has two pieces of ribbon. One piece is 3 meters 14 centimeters long. The other piece is 8 meters 24 centimeters long. How many centimeters of ribbon does Lorena have in all?
- A** 1,138 centimeters
 - B** 148 centimeters
 - C** 49 centimeters
 - D** 1,038 centimeters

TEKS/STAAR SPIRALED PRACTICE 61
Grade 6

1. Betty does chores for her mother to earn spending money. The last four weeks she has earned \$12, \$15, \$16, and \$10. What is the range of her earnings for these four weeks?

A \$2
B \$5
C \$6
D \$3

-
2. Marcia was asked to write 4 statements that showed equivalent values using division and multiplication. The statements she wrote were:

a. $24 \times \frac{1}{6} = 24 \div 6$

b. $\frac{5}{8} \div \frac{3}{8} = \frac{8}{5} \times \frac{3}{8}$

c. $1\frac{3}{8} \div \frac{1}{8} = \frac{11}{8} \times \frac{8}{1}$

d. $2.5 \div 4 = \frac{5}{2} \times \frac{1}{4}$

Which of Marcia's statements are true?

F All of them
G None of them
H a, b, and c only
J a, c, and d only

-
3. Beatrice is 4 feet 8 inches tall. How many inches tall is Beatrice?

A 53 inches
B 56 inches
C 62 inches
D 63 inches

TEKS/STAAR SPIRALED PRACTICE 81
Grade 6

1. Jerry scored 80, 85, 87, and 88 on the first four tests in science. Which is the score on his fifth test if the mode and median of the five scores are equal?

- A** 80
- B** 82
- C** 87
- D** 88

2. The temperature is -4°F at 8 A.M. The temperature rises 3°F each hour over the next several hours. Which best represents the temperature at noon?

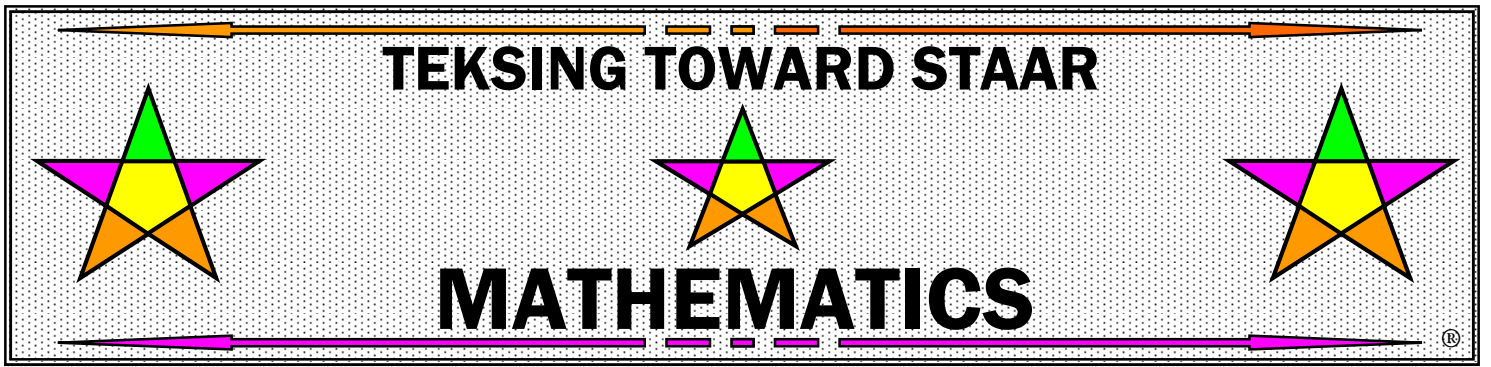
- F** 1°F
- G** 12°F
- H** 8°F
- J** -16°F

3. What is the volume of a rectangular prism whose dimensions are 2 feet, 2.5 feet and 4 feet?

- A** 8.5 cubic feet
- B** 20 cubic feet
- C** 46 cubic feet
- D** 200 cubic feet

TEKS/STAAR SPIRALED PRACTICE 101
Grade 6

1. Allison, Jenna, Kellie, and Ming walked home from the soccer field after soccer practice. Allison walked $\frac{5}{8}$ mile, Jenna walked $\frac{5}{6}$ mile, Kellie walked $\frac{3}{4}$ mile, and Ming walked $\frac{2}{3}$ mile. Which statement is true?
- A** Ming walked the least distance.
 - B** Kellie walked a longer distance than Ming but less than Allison.
 - C** Allison walked a longer distance than Jenna.
 - D** Jenna walked the longest distance.
-
2. A football team gained 4 yards on their first play but lost 9 yards on the second play. Which of the following best represents the result of these two plays?
- F** 5 yards
 - G** -5 yards
 - H** 13 yards
 - J** -13 yards
-
3. Mrs. Eaves bought 5 lb 15 oz of apples and 8 lb 8 oz of oranges. How many more ounces of oranges did she buy than apples?
- A** 65 ounces
 - B** 41 ounces
 - C** 39 ounces
 - D** 231 ounces



Grade 6

Class Profile for

Spiraled Practice

Teacher _____

Class _____

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS												
Standard	TEKS	Student Expectation	Class Performance									
Supporting	6.2(A)	classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers.	21	48	62	88						
Supporting	6.2(B)	identify a number, its opposite, and its absolute value.	26	45	88							
Supporting	6.2(C)	locate, compare, and order integers and rational numbers using a number line.	18	64	93							
Readiness	6.2(D)	order a set of rational numbers arising from mathematical and real-world contexts.	1	3	22	33	39	42	46	51	63	71
			82	98	101	112	119					
Supporting	6.2(E)	extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$	14	43	84							
Supporting	6.4(C)	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute.	23	41	69	107						
Supporting	6.4(D)	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients	15	49	83	107						
Supporting	6.4(E)	represent ratios and percents with concrete models, fractions, and decimals.	31	53	91							
Supporting	6.4(F)	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	11	27	62	100						
Readiness	6.4(G)	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money	2	6	19	30	47	50	58	72	75	80
			86	90	96	105	106					
Supporting	6.5(C)	use equivalent fractions, decimals, and percents to show equal parts of the same whole	13	37	66	102						
Readiness	6.7(A)	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	9	17	29	34	57	60	65	67	76	78
			85	89	109	113	116					
Supporting	6.7(B)	distinguish between expressions and equations verbally, numerically, and algebraically	19	54	97	110						
Supporting	6.7(C)	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	10	35	70	111						
Readiness	6.7(D)	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	5	7	15	25	38	40	52	58	73	77
			87	99	114	117						

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

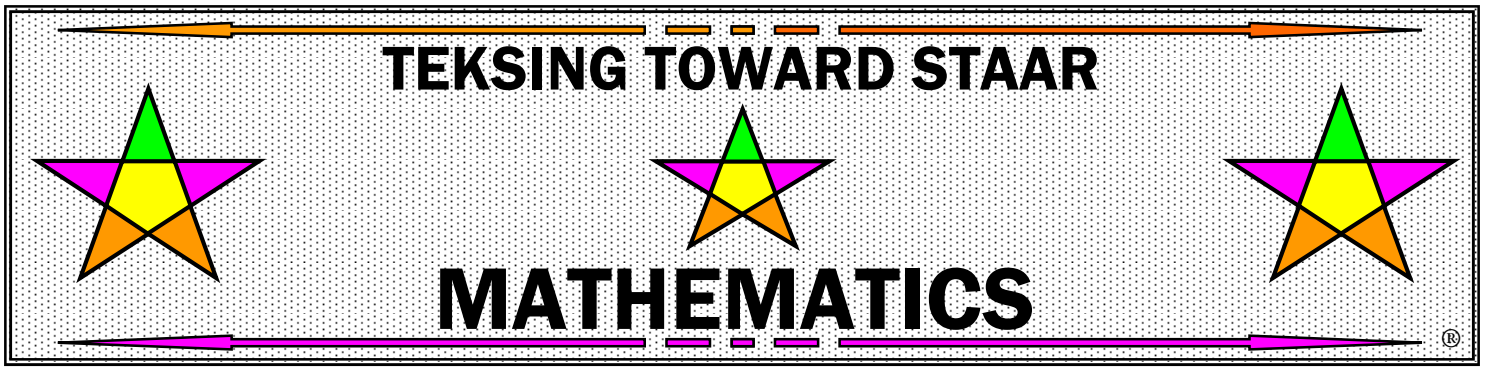
STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS												
Standard	TEKS	Student Expectation	Class Performance									
Supporting	6.3(A)	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.	4	22	61	99	102					
Supporting	6.3(B)	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	21	39	65	98	104				
Supporting	6.3(C)	represent integer operations with concrete models and connect the actions with the models to standardized algorithms	5	60	62	94						
Readiness	6.3(D)	add, subtract, multiply, and divide integers fluently	20	24	40	45	50	68	74	81	88	101
			120									
Readiness	6.3(E)	multiply and divide positive rational numbers fluently	19	29	30	44	51	53	72	75	79	92
			95	103	117							
Supporting	6.4(A)	compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	18	35	63	86	106					
Readiness	6.4(B)	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	8	20	28	40	43	49	69	83	89	97
			108	115								
Supporting	6.5(A)	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	9	23	54	67	93	109				
Readiness	6.5(B)	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	5	13	27	34	43	48	71	76	80	85
			90	105	113							
Supporting	6.6(A)	identify independent and dependent quantities from tables and graphs	16	31	58	96	111					
Supporting	6.6(B)	write an equation that represents the relationship between independent and dependent quantities from a table	1	32	52	91	119					
Readiness	6.6(C)	represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	10	15	26	37	42	46	66	78	87	94
			114	112								
Supporting	6.9(A)	write one-variable, one-step equations and inequalities to represent constraints or conditions within the problem	11	12	59	70	116					
Supporting	6.9(B)	represent solutions for one-variable, one-step equations and inequalities on number lines	14	36	57	74	100	118				
Supporting	6.9(C)	write corresponding real-world problems given one-variable, one-step equations or inequalities	33	55	64	118						
Readiness	6.10(A)	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	13	17	25	38	41	47	56	73	77	84
			99	103	107	110						
Supporting	6.10(B)	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true	2	33	54	63	82	120				

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT												
Standard	TEKS	Student Expectation	Class Performance									
Readiness	6.4(H)	convert units within a measurement system, including the use of proportions and unit rates	1	11	21	36	37	41	56	61	68	84
			86	101	105							
Supporting	6.8(A)	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	3	8	28	29	44	45	73	89	113	117
Supporting	6.8(B)	model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	16	20	24	49	79	92	97			
Supporting	6.8(C)	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	12	25	57	77	93	109	119			
Readiness	6.8(D)	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	7	17	27	48	53	67	69	81	108	115
			120									
Readiness	6.11(A)	graph points in all four quadrants using ordered pairs of rational numbers	4	9	32	35	51	59	65	71	91	95
			104									

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS CLASS PROFILE

STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY												
Standard	TEKS	Student Expectation	Class Performance									
Supporting	6.12(A)	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	7	50	68	86	108					
Supporting	6.12(B)	use the graphical representation of numeric data to describe the center, spread and the shape of the data distribution	10	28	42	66	100	112				
Readiness	6.12(C)	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread) and use these summaries to describe the center, spread, and shape of data distribution	3	14	26	31	47	59	61	80	81	98
			102	104	118							
Readiness	6.12(D)	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution	4	18	22	30	46	56	70	79	83	95
			106	115								
Readiness	6.13(A)	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms and box plots	6	23	52	55	60	64	75	90	94	96
			103	111								
Supporting	6.13(B)	distinguish between situations that yield data with and without variability	2	34	35	44	74	78	82	110		
Supporting	6.14(A)	compare the features and costs of a checking account and a debit card offered by different local financial institutions	76									
Supporting	6.14(B)	distinguish between debit cards and credit cards	8	87								
Supporting	6.14(C)	balance a check register that includes deposits, withdrawals, and transfers	16	72								
Supporting	6.14(E)	describe the information in a credit report and how long it is retained	12	58								
Supporting	6.14(F)	describe the value of credit reports to borrowers and to lenders	39	116								
Supporting	6.14(G)	explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study	32	92								
Supporting	6.14(H)	compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income	38	114								



Grade 6

Student Profile for

Spiraled Practice

Student _____

Teacher _____

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 1: NUMERICAL REPRESENTATIONS AND RELATIONSHIPS												
Standard	TEKS	Student Expectation	Student Performance									
Supporting	6.2(A)	classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers.	21	48	62	88						
Supporting	6.2(B)	identify a number, its opposite, and its absolute value.	26	45	88							
Supporting	6.2(C)	locate, compare, and order integers and rational numbers using a number line.	18	64	93							
Readiness	6.2(D)	order a set of rational numbers arising from mathematical and real-world contexts.	1	3	22	33	39	42	46	51	63	71
			82	98	101	112	119					
Supporting	6.2(E)	extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$	14	43	84							
Supporting	6.4(C)	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute.	23	41	69	107						
Supporting	6.4(D)	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients	15	49	83	107						
Supporting	6.4(E)	represent ratios and percents with concrete models, fractions, and decimals.	31	53	91							
Supporting	6.4(F)	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	11	27	62	100						
Readiness	6.4(G)	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money	2	6	19	30	47	50	58	72	75	80
			86	90	96	105	106					
Supporting	6.5(C)	use equivalent fractions, decimals, and percents to show equal parts of the same whole	13	37	66	102						
Readiness	6.7(A)	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization	9	17	29	34	57	60	65	67	76	78
			85	89	109	113	116					
Supporting	6.7(B)	distinguish between expressions and equations verbally, numerically, and algebraically	19	54	97	110						
Supporting	6.7(C)	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations	10	35	70	111						
Readiness	6.7(D)	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties	5	7	15	25	38	40	52	58	73	77
			87	99	114	117						

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 2: COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS												
Standard	TEKS	Student Expectation	Student Performance									
Supporting	6.3(A)	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.	4	22	61	99	102					
Supporting	6.3(B)	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	21	39	65	98	104				
Supporting	6.3(C)	represent integer operations with concrete models and connect the actions with the models to standardized algorithms	5	60	62	94						
Readiness	6.3(D)	add, subtract, multiply, and divide integers fluently	20	24	40	45	50	68	74	81	88	101
			120									
Readiness	6.3(E)	multiply and divide positive rational numbers fluently	19	29	30	44	51	53	72	75	79	92
			95	103	117							
Supporting	6.4(A)	compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships	18	35	63	86	106					
Readiness	6.4(B)	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates	8	20	28	40	43	49	69	83	89	97
			108	115								
Supporting	6.5(A)	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions	9	23	54	67	93	109				
Readiness	6.5(B)	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models	5	13	27	34	43	48	71	76	80	85
			90	105	113							
Supporting	6.6(A)	identify independent and dependent quantities from tables and graphs	16	31	58	96	111					
Supporting	6.6(B)	write an equation that represents the relationship between independent and dependent quantities from a table	1	32	52	91	119					
Readiness	6.6(C)	represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	10	15	26	37	42	46	66	78	87	94
			114	112								
Supporting	6.9(A)	write one-variable, one-step equations and inequalities to represent constraints or conditions within the problem	11	12	59	70	116					
Supporting	6.9(B)	represent solutions for one-variable, one-step equations and inequalities on number lines	14	36	57	74	100	118				
Supporting	6.9(C)	write corresponding real-world problems given one-variable, one-step equations or inequalities	33	55	64	118						
Readiness	6.10(A)	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts	13	17	25	38	41	47	56	73	77	84
			99	103	107	110						
Supporting	6.10(B)	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true	2	33	54	63	82	120				

GRADE 6 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 3: GEOMETRY AND MEASUREMENT												
Standard	TEKS	Student Expectation	Student Performance									
Readiness	6.4(H)	convert units within a measurement system, including the use of proportions and unit rates	1	11	21	36	37	41	56	61	68	84
			86	101	105							
Supporting	6.8(A)	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	3	8	28	29	44	45	73	89	113	117
Supporting	6.8(B)	model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes	16	20	24	49	79	92	97			
Supporting	6.8(C)	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	12	25	57	77	93	109	119			
Readiness	6.8(D)	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	7	17	27	48	53	67	69	81	108	115
			120									
Readiness	6.11(A)	graph points in all four quadrants using ordered pairs of rational numbers	4	9	32	35	51	59	65	71	91	95
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GRADE 6 TEKSING TOWARD STAAR MATHEMATICS STUDENT PROFILE

STAAR REPORTING CATEGORY 4: DATA ANALYSIS AND FINANCIAL LITERACY												
Standard	TEKS	Student Expectation	Student Performance									
Supporting	6.12(A)	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots	7	50	68	86	108					
Supporting	6.12(B)	use the graphical representation of numeric data to describe the center, spread and the shape of the data distribution	10	28	42	66	100	112				
Readiness	6.12(C)	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread) and use these summaries to describe the center, spread, and shape of data distribution	3	14	26	31	47	59	61	80	81	98
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