## Octorara Area School District Standards Based Report Card Rubrics <br> 2018-2019 <br> Grade 6 Math

Standards-based grading aligns grading with the PA Core Standards. The report card accurately communicates achievement of learning targets to students, parents, and educators. Our report card provides specific information about the level of proficiency on the learning targets that are taught each trimester.

By the end of the year, students are expected to meet each grade-level standard $(M)$. Students not meeting standards will receive instructional supports to achieve mastery for specific content and skills.

The purpose of these rubrics is to assist students, parents, and teachers in understanding what the specific learning expectations are for students to be considered at grade-level mastery in each skill area. These learning expectations may grow or increase as the school year progresses and more content/skills are introduced.

| SBRC Descriptor | M | SP | LP | NA |
| :--- | :--- | :--- | :--- | :--- |
| Means: | Consistently meets <br> grade level <br> expectations/standards | Demonstrates steady <br> progress toward <br> meeting grade level <br> expectations/standards | Demonstrates limited <br> progress toward <br> meeting grade level <br> expectations/standards | Not assessed at this time |
| The Number System |  |  |  |  |
| Shows basic fact mastery | Independently and <br> consistently calculates basic <br> facts efficiently, accurately <br> and flexibly | Inconsistently calculates basic <br> facts efficiently, accurately and <br> flexibly. May be independent <br> with one or more of the four <br> operations, but not all | Dependent upon concrete <br> strategies or tools such as <br> multiplication charts and/or <br> calculator to calculate facts | Not assessed at this time |
| Applies and extends previous <br> understandings of <br> multiplication and division to <br> divide fractions by fractions | Independently and <br> consistently is able to multiply <br> and divide fractions | Is able to multiply fractions, <br> but demonstrates <br> inconsistency and.or inability <br> when dividing fractions | Inability to multiply and divide <br> fractions | Not assessed at this time |

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| Identifies and chooses appropriate processes to compute fluently with multi-digit numbers | Consistently multiplies multi-digit numbers, decimals and fractions and solves related word problems | Consistently multiplies single digit numbers, decimals and fractions, and solves related word problems | Limited ability to solve problems |  |
| :---: | :---: | :---: | :---: | :---: |
| Develops and/or applies number theory concepts to find common factors and multiples | Identifies factors and multiples of numbers. <br> Identifies the GCF and LCM of two or more numbers. | Identifies factors, multiples of individual numbers and identifies the GCF or LCM of two numbers. | Limited ability to apply number concept theories. |  |
| Applies and extends previous understandings of numbers to the system of rational numbers | Consistently compares and orders integers <br> Consistently plots integers on horizontal/vertical lines <br> Understands absolute value | Consistently compares and orders integers <br> Consistently plots integers on horizontal/vertical lines <br> Limited understanding of absolute value | Limited ability to compare and order integers <br> Limited ability to plot integers on horizontal/vertical lines <br> Limited understanding of absolute value |  |
| Ratios and Proportional Relationships |  |  |  |  |
| Demonstrates an understanding of ratio concepts and uses ratio reasoning to solve problems | Consistently and independently solves real-world and mathematical problems using ratio and rate reasoning | Demonstrates an understanding of ratios, but is unable to set up proportions. | Demonstrates a limited understanding of ratios and proportions |  |
| Expressions and Equations |  |  |  |  |
| Applies and extends previous understandings of arithmetic to algebraic expressions | NA | NA | NA | Not assessed at this time |
| Demonstrates understanding of the process of solving a one-variable equation or inequality and applies to | NA | NA | NA | Not assessed at this time |

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| real-world mathematical <br> problems |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Represents and analyzes <br> quantitative relationships <br> between dependent and <br> independent variables | NA | NA | NA | Not assessed at this time |
| Geometry |  | NA | NA |  |
| Applies appropriate tools to <br> solve real-world and <br> mathematical problems <br> involving area, surface area, <br> and volume. | NA |  |  |  |
| Graphs points in all four <br> quadrants on the coordinate <br> plane to solve real world and <br> mathematical problems. | NA | NA | NA |  |
| Statistics and Probability |  | NA | NA |  |
| Use a set of numerical data <br> to develop an understanding <br> of and recognize statistical <br> variability. | NA |  |  |  |

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