

# Math Grade 6 Assessment Anchors and Eligible Content



Pennsylvania Department of Education

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2007

**M6.A Numbers and Operations****Reporting Category****ASSESSMENT ANCHOR**

**M6.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.**

**M6.A.1.1** Express numbers in equivalent forms.

**ELIGIBLE CONTENT**

**M6.A.1.1.1** Represent common percents as fractions and/or decimals (e.g., 25% =  $\frac{1}{4}$  = .25) – common percents are 1%, 10%, 25%, 50%, 75%, 100%.

**M6.A.1.1.2** Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal.

**M6.A.1.1.3** Represent a number in exponential form (e.g.,  $10 \times 10 \times 10 = 10^3$ ).

**M6.A.1.1.4** Represent a mixed number as an improper fraction.

**EXAMPLE ITEMS**

## M6.A Numbers and Operations

## Reporting Category

## ASSESSMENT ANCHOR

**M6.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.**

## ELIGIBLE CONTENT

**M6.A.1.2** Compare quantities and/or magnitudes of numbers.

~~M6.A.1.2.1~~ Compare and/or order integers (no more than 5 numbers in a set to be ordered). Assessed at grade 7.

**M6.A.1.2.1** Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals – decimals through thousandths).

## EXAMPLE ITEMS

- Which number is **more** than  $\frac{1}{3}$ ?

- \* A.  $\frac{1}{2}$
- B.  $\frac{1}{4}$
- C.  $\frac{1}{6}$
- D.  $\frac{1}{8}$

(New York State Department of Education)

- Which fractions are in order from **greatest to least**?

- \* A.  $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$
- B.  $\frac{1}{2}, \frac{4}{4}, \frac{3}{6}$
- C.  $\frac{1}{6}, \frac{1}{3}, \frac{1}{2}$
- D.  $\frac{2}{3}, \frac{3}{4}, \frac{2}{5}$

(Pennsylvania Department of Education)

**M6.A Numbers and Operations****Reporting Category****ASSESSMENT ANCHOR**

**M6.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.**

**M6.A.1.3** Apply number theory concepts (i.e., factors, multiples).

**ELIGIBLE CONTENT**

**M6.A.1.3.1** Find the Greatest Common Factor (GCF) of two numbers (through 50) and/or use the GCF to simplify fractions.

**M6.A.1.3.2** Find the Least Common Multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions.

**M6.A.1.3.3** Use divisibility rules for 2, 3, 5 and/or 10 to draw conclusions and/or solve problems.

**EXAMPLE ITEMS**

- Six students bought exactly enough pens to share equally among themselves. Which of the following could be the number of pens they bought?
  - A. 46
  - \* B. 48
  - C. 50
  - D. 52

(NAEP)

**M6.A Numbers and Operations**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M6.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.**

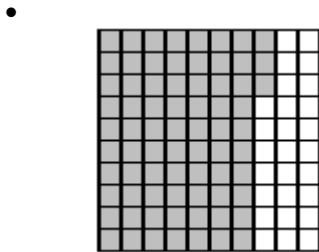
**ELIGIBLE CONTENT**

**M6.A.1.4** Use or develop models to represent percents.

~~M6.A.1.4.1~~ Select, use or develop regions and/or sets (e.g., circle graph, hundred-blocks) to model percents to 100%  
 Reworded below.

**M6.A.1.4.1** Model percents (through 100%) using drawings, graphs and/or sets (e.g., circle graph, base ten blocks, etc)

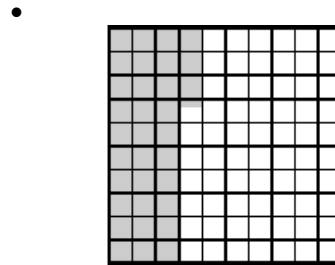
**EXAMPLE ITEMS**



Which percent names the amount of the grid that is shaded?

- A. 6.3%
- B. 7.3%
- C. 63%
- \* D. 73%

*(Connecticut State Department of Education)*



The shaded area shown above represents a fractional part of the whole decimal square. A class is representing decimal squares with circle graphs. Which of the circles below has a shaded portion that is equivalent?

- A.
- B.
- C.
- \* D.

*(New Hampshire Department of Education)*

**M6.A Numbers and Operations****Reporting Category****ASSESSMENT ANCHOR**

**M6.A.2 Understand the meanings of operations, use operations and understand how they relate to each other.**

**ELIGIBLE CONTENT**

**M6.A.2.1** Select and/or use operations to simplify or solve problems.

**M6.A.2.1.1** Complete equations by using the following properties: associative, commutative, distributive and identity.

~~**M6.A.2.1.1** Simplify numerical expressions (whole numbers) using order of operations including grouping symbols (only one set of parentheses — no exponents).~~  
Assessed at Grade 7.

**EXAMPLE ITEMS**

- Look at the expression below.  
 $12 + 4 \times (12 - 9)$   
  
What is the value of the expression?  
  
\* A. 24  
B. 48  
C. 51  
D. 55

*(Maryland State Department of Education)*

**M6.A Numbers and Operations****Reporting Category****ASSESSMENT ANCHOR**

**M6.A.2** Understand the meanings of operations, use operations and understand how they relate to each other.

**ELIGIBLE CONTENT**

**M6.A.2.2** Use ratios to solve problems involving rates.

Assessed at Grade 7.

~~**M6.A.2.2.1** Calculate unit rates and unit prices (terminating decimals to the hundredth place only).~~

~~**M6.A.2.2.2** Select the 'better deal' by finding and comparing the unit prices (terminating decimals to the hundredth place only).~~

**EXAMPLE ITEMS**

**M6.A Numbers and Operations****Reporting Category****ASSESSMENT ANCHOR****M6.A.3 Compute accurately and fluently and make reasonable estimates.****ELIGIBLE CONTENT****M6.A.3.1** Apply estimation strategies to a variety of problems.**M6.A.3.1.1** Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).**EXAMPLE ITEMS**

- An average of 5,000 people enter a certain shopping mall each day. If the shopping mall is open every day of the year, which of the following would be a reasonable estimate of how many people enter the shopping mall each year?
  - A. 1,500,000 people
  - \* B. 2,000,000 people
  - C. 200,000 people
  - D. 9,000,000 people

*(Pennsylvania Department of Education)*
  
- Sound travels at approximately 330 meters per second. The sound of an explosion took 28 seconds to reach a person. Which of these is the closest estimate of how far away the person was from the explosion?
  - A. 12,000 meters
  - \* B. 9,000 meters
  - C. 8,000 meters
  - D. 6,000 meters

*(TIMSS)*

## M6.A Numbers and Operations

## Reporting Category

## ASSESSMENT ANCHOR

M6.A.3 Compute accurately and fluently and make reasonable estimates.

## ELIGIBLE CONTENT

M6.A.3.2 Solve problems with and without the use of a calculator.

M6.A.3.2.1 Solve problems involving operations (+, -, x, ÷) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs) - straight computation or word problems.

## EXAMPLE ITEMS

- Georgia is making two cakes using two different recipes. One recipe uses  $1\frac{1}{3}$  cups of flour and the other recipe uses  $1\frac{3}{4}$  cups of flour. What is the total amount of flour, in cups, needed for both recipes?

- A.  $2\frac{1}{12}$  cups
- B.  $2\frac{4}{7}$  cups
- \* C.  $3\frac{1}{12}$  cups
- D.  $3\frac{3}{7}$  cups

*(Maryland State Department of Education)*

- Use the picture below to answer the question.



Valerie wants to make cookies for her class bake sale.

She found a recipe that calls for  $\frac{2}{3}$  cup of flour for each batch of cookies.

How many batches can she make using 6 cups of flour?

- A. 12
- \* B. 9
- C. 6
- D. 4

*(New Hampshire Department of Education)*

**M6.B Measurement****Reporting Category****ASSESSMENT ANCHOR**

**M6.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.**

**ELIGIBLE CONTENT**

**M6.B.1.1** Compare and/or determine elapsed time.

**M6.B.1.1.1** Determine and/or compare elapsed time to the minute (time may cross AM to PM or more than one day).

**EXAMPLE ITEMS**

- A school group wants to visit the Museum of New Hampshire History in Concord. They plan to spend two hours and thirty minutes for the visit and lunch. In addition, it takes thirty minutes to travel to the museum each way. If they leave school at 11:15 A.M., at what time will the students return to school?
  - A. 2:30 P.M.
  - \* B. 2:45 P.M.
  - C. 3:00 P.M.
  - D. 3:15 P.M.

*(New Hampshire Department of Education)*

- There was a power failure last weekend. The power went off on Friday at 7:00 P.M. and came back on at 2:00 P.M. Sunday. For how many hours was the power off?
  - \* A. 43 hours
  - B. 19 hours
  - C. 26 hours
  - D. 38 hours

*(Pennsylvania Department of Education)*

**M6.B Measurement****Reporting Category****ASSESSMENT ANCHOR**

**M6.B.1 Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.**

**M6.B.1.2** Solve problems using simple conversions.

**ELIGIBLE CONTENT**

Assessed at grade 7.

~~**M6.B.1.2.1** Convert using linear measurements, capacity, and weight (mass) within the same system to the unit immediately above or below the given unit using combined units (e.g., 28in = 2ft 4 in or 3 lbs 7 oz = 55oz) Use only the units below. Conversion chart included on the reference sheet~~

- ~~• cup, pint, quart, gallon~~
- ~~• in, ft, yd~~
- ~~• oz, lb~~

**EXAMPLE ITEMS**

**M6.B Measurement****Reporting Category****ASSESSMENT ANCHOR****M6.B.2 Apply appropriate techniques, tools and formulas to determine measurements.****ELIGIBLE CONTENT**

**M6.B.2.1** Choose or use appropriate tools and/or units to determine measurements within the same system.

**M6.B.2.1.1** Use **or read** a ruler to measure to the nearest 1/16 inch or millimeter.

**M6.B.2.1.2** Choose the more precise measurement of a given object (e.g., smaller **units of** measurements are more precise).

**M6.B.2.1.3** Measure angles using a protractor up to 180° - protractor must be drawn - one side of the angle to be measured should line up with the straight edge of the protractor. **Moved in from Grade 7.**

**EXAMPLE ITEMS**

**M6.B Measurement****Reporting Category****ASSESSMENT ANCHOR****M6.B.2 Apply appropriate techniques, tools and formulas to determine measurements.**

**M6.B.2.2** Solve problems involving length, perimeter, area and/or volume of geometric figures.

**ELIGIBLE CONTENT**

**M6.B.2.2.1** Find the perimeter of any polygon (may include regular polygons where only the measure of one side is given – same units throughout).

~~**M6.B.2.2.2** Find the area of a square, rectangle or triangle (same units of measurement— formula must be provided on the reference sheet).~~  
Assessed at Grade 7.

~~**M6.B.2.2.3** Find the volume of a cube or rectangular prism (same units of measurement— formula provided).~~  
Assessed at Grade 8.

**EXAMPLE ITEMS**

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**M6.B Measurement**

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**Reporting Category**

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**ASSESSMENT ANCHOR****M6.B.2 Apply appropriate techniques, tools and formulas to determine measurements.****ELIGIBLE CONTENT****M6.B.2.3** Identify, label, and/or list properties of angles or triangles.**M6.B.2.3.1** Define, label and/or identify right, straight, acute and obtuse angles.

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**EXAMPLE ITEMS**

## ASSESSMENT ANCHOR

**M6.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.**

**M6.C.1.1** Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons and circles.

## ELIGIBLE CONTENT

~~M6.C.1.1.1~~ Identify diameter, radius, chord and/or circumference in circles. Assessed at Grade 7

~~M6.C.1.1.2~~ Solve problems involving the relationship between the radius and diameter of the same circle. Assessed at Grade 7.

**M6.C.1.1.1** Identify, classify and/or compare polygons (up to ten sides.)

**M6.C.1.1.2** Identify and/or describe properties of all types of triangles (scalene, equilateral, isosceles, right, acute, obtuse).

~~M6.C.1.1.3~~ Find the missing interior angle measure in a triangle. Combined with M6.C.1.1.4.

~~M6.C.1.1.3~~ Identify a polygon and/or whether it is regular (measurements or tic and angle marks must be provided—polygons triangle through decagon). Reworded above in M6.C.1.1.1.

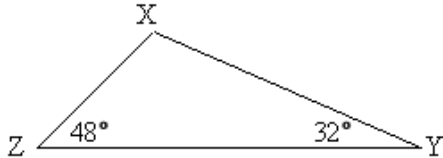
**M6.C.1.1.3** Identify and/or determine the measure of the diameter and/or radius of a circle (when one or the other is given). Moved from M5.C.1.1.3.

**M6.C.1.1.4** Identify and/or use the total number of degrees in a triangle, quadrilateral and/or circle.

~~M6.C.1.1.5~~ Identify polygons that are similar and/or congruent, given either measurements or tic and angle marks. Assessed at Grade 7.

## EXAMPLE ITEMS

- Look at triangle XYZ shown below.



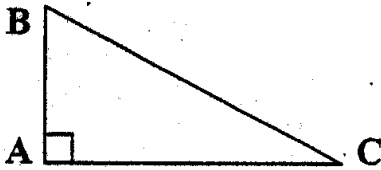
Note: The figure is not drawn to scale.

What is the measure, in degrees, of  $\angle ZXY$  ?

- A.  $20^\circ$
- B.  $80^\circ$
- \* C.  $100^\circ$
- D.  $120^\circ$

(Maryland State Department of Education)

- What is the **hypotenuse** in right triangle ABC?



- A. angle A
- B. angle C
- C. side AB
- \* D. side BC

(Pennsylvania Department of Education)

- A triangle that has sides with lengths 6, 6, and 10 is called
  - A. acute
  - B. right
  - C. scalene
  - \* D. isosceles
  - E. equilateral

(NAEP)

## ASSESSMENT ANCHOR

**M6.C.1** Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.

## ELIGIBLE CONTENT

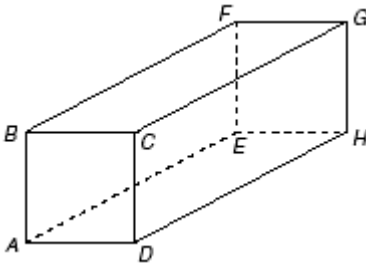
**M6.C.1.2** Represent and/or use concepts and relationships of lines and line segments.

**M6.C.1.2.1** Identify, describe and/or label parallel, perpendicular or intersecting lines.

**M6.C.1.2.2** Identify, draw and/or label points, planes, lines, line segments, rays, angles and vertices.

## EXAMPLE ITEMS

- The figure below is a rectangular prism. Which of the following edges is perpendicular to face  $BFGC$ ?



- \* A.  $\overline{AB}$
- B.  $\overline{AE}$
- C.  $\overline{DH}$
- D.  $\overline{BF}$

(New Jersey Department of Education)

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**M6.C Geometry**

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**Reporting Category**

**ASSESSMENT ANCHOR**

**M6.C.2 Identify and/or apply concepts of transformations or symmetry.**

**ELIGIBLE CONTENT**

Not assessed at grade 6.

Not assessed at grade 6.

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**EXAMPLE ITEMS**

## ASSESSMENT ANCHOR

M6.C.3 Locate points or describe relationships using the coordinate plane.

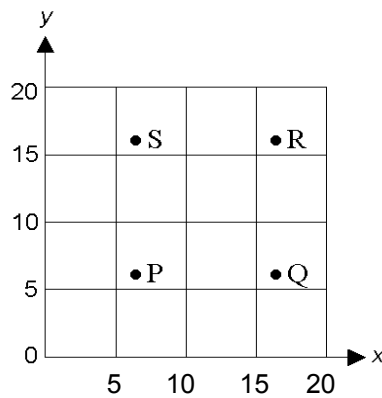
## ELIGIBLE CONTENT

**M6.C.3.1** Identify, plot points or match points to given an ordered pair.

**M6.C.3.1.1** Plot, locate or identify points in Quadrant I and/or on the x and y axes with intervals of 1, 2, 5 or 10 units - up to a 200 by 200 grid. Points may be in-between lines.

## EXAMPLE ITEMS

- Which point on the graph could have coordinates (7,16)?



- A. Point P
- B. Point Q
- C. Point R
- \* D. Point S

(TIMSS)

## M6.D Algebraic Concepts

## Reporting Category

## ASSESSMENT ANCHOR

M6.D.1 Demonstrate an understanding of patterns, relations and functions.

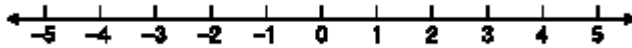
## ELIGIBLE CONTENT

M6.D.1.1 Create or extend patterns.

M6.D.1.1.1 Create, extend or find a missing element in a pattern displayed in a table, chart or graph (pattern must show at least 3 repetitions - may use up to 2 operations with whole numbers).

## EXAMPLE ITEMS

- Use the number line below to answer the question.



What are the next two numbers in the pattern below?

-4, -1, -2, 1, 0, 3

- \* A. 2, 5
- B. 4, 1
- C. 0, 1
- D. 6, 5

(New Hampshire Department of Education)

- Use the table below to answer the question.

<b>x</b>	<b>y</b>
<b>0</b>	<b>6</b>
<b>1</b>	<b>8</b>
<b>2</b>	<b>10</b>

Which sentence is true for all of the pairs in the table?

- A.  $y = x + 6$
- B.  $y = x + 7$
- C.  $y = 4x + 2$
- \* D.  $y = 2x + 6$

(New Hampshire Department of Education)

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**M6.D Algebraic Concepts**

**Reporting Category**

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**ASSESSMENT ANCHOR**

**M6.D.1 Demonstrate an understanding of patterns, relations and functions.**

**ELIGIBLE CONTENT**

**M6.D.1.2** Analyze patterns.

**M6.D.1.2.1** Determine a rule based on a pattern or illustrate a pattern based on a given rule (displayed on a table, chart or graph; pattern must show at least 3 repetitions).

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**EXAMPLE ITEMS**

## M6.D Algebraic Concepts

## Reporting Category

## ASSESSMENT ANCHOR

**M6.D.2 Represent and/or analyze mathematical situations and structures using algebraic symbols, words, tables, and graphs.**

## ELIGIBLE CONTENT

**M6.D.2.1** Select and/or use appropriate strategies to solve number sentences.

**M6.D.2.1.1** Identify the inverse operation needed to solve a one-step equation.

~~**M6.D.2.1.1** Use substitution of one and/or two variables to simplify expressions (whole numbers only—use order of operations—no exponents or coefficients).~~ Moved to M7.D.2.1.2.

**M6.D.2.1.2** Solve a one-step equation (i.e., using the inverse operation -whole numbers only).

## EXAMPLE ITEMS

- represents the number of magazines that Lina reads each week. Which of these represents the total number of magazines that Lina reads in 6 weeks?

A.  $6 + \square$

\* B.  $6 \times \square$

C.  $\square + 6$

D.  $(\square + \square) \times 6$

(TIMSS)

- $N$  stands for the number of stamps John had. He gave 12 stamps to his sister. Which expression tells how many stamps John has now?

A.  $N + 12$

\* B.  $N - 12$

C.  $12 - N$

D.  $12 \times N$

(NAEP)

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**M6.D Algebraic Concepts**

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**Reporting Category**

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**ASSESSMENT ANCHOR**

**M6.D.2** Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

**ELIGIBLE CONTENT**

**M6.D.2.2** Create and/or interpret expressions or equations that model problem situations.

**M6.D.2.2.1** Match an equation or expression involving one variable, to a verbal math situation (one operation only).

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**EXAMPLE ITEMS**

**M6.D Algebraic Concepts**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M6.D.3 Analyze change in various contexts.**

**ELIGIBLE CONTENT**

**M6.D.3.1** Interpret relationships between variables in a graph.

Assessed at Grade 7.

~~M6.D.3.1.1~~ Explain the relationship of the data on the horizontal axis to the data on the vertical axis represented on a line graph.

**EXAMPLE ITEMS**

**ASSESSMENT ANCHOR**

**M6.E.1 Formulate questions that can be addressed with data and/or collect, organize, display, and analyze data.**

**M6.E.1.1** Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs or line plots.

**ELIGIBLE CONTENT**

**M6.E.1.1.1** Analyze data and/or answer questions pertaining to data represented in frequency tables, histograms, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percents).

**M6.E.1.1.2** Choose the appropriate representation for a specific set of data (choices should be the same type of graph).

**M6.E.1.1.3** Display data in frequency tables, circle graphs, double-bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key when needed.  
Circle graphs for open-ended items must show a center point and tic marks.

**EXAMPLE ITEMS**

- Pascal records the scores from a basketball team's last 24 games, as shown below.

74	69	69	68	83	68	74	69
81	78	64	62	68	61	77	71
78	68	77	69	62	61	76	69

He displays the scores in this frequency table. Pascal's frequency table contains an error.

Basketball Scores

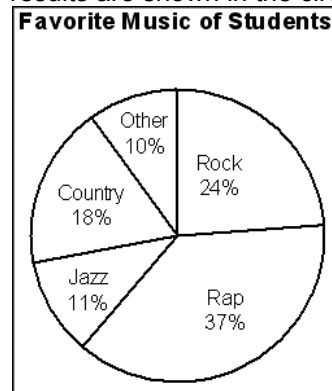
Range of Scores	Frequency
60 – 64	4
65 – 69	9
70 – 74	3
75 – 79	5
80 – 84	2

Which statement best describes the error in Pascal's frequency table?

- A. The 75-79 range has too few scores.
- B. The 80-84 range has too many scores.
- \* C. The total frequency is too low.
- D. The total frequency is too high.

(Maryland State Department of Education)

- Fernando surveys the students at his school to find out their favorite type of music. The results are shown in the circle graph below.



What is the percent of students who chose rap or country as their favorite type of music?

- A. 18%
- B. 19%
- C. 37%
- \* D. 55%

(Maryland State Department of Education)

**M6.E Data Analysis and Probability****Reporting Category****ASSESSMENT ANCHOR****M6.E.2 Select and use appropriate statistical methods to analyze data.****ELIGIBLE CONTENT****M6.E.2.1** Describe data sets using mean, median, mode and/or range.**M6.E.2.1.1** Determine/calculate the mean, median, mode and/or range of displayed data (data can be displayed in a table or line plot – use whole numbers only up to 2 digits).**EXAMPLE ITEMS**

- Anita drove 83.4, 98.1, 83.2 and 94 miles on four different days. What is the AVERAGE number of miles Anita drove on the four days?

Answer: 89.675

*(Connecticut State Department of Education)*

## M6.E Data Analysis and Probability

## Reporting Category

## ASSESSMENT ANCHOR

## M6.E.3 Understand and apply basic concepts of probability.

## ELIGIBLE CONTENT

**M6.E.3.1** Determine all possible combinations, outcomes and/or calculate the probability of a simple event.

**M6.E.3.1.1** Define and/or find the probability of a simple event (express as a fraction in lowest terms).

**M6.E.3.1.2** Determine/show all possible combinations involving no more than 20 total arrangements (e.g., tree diagram, table, grid).

## EXAMPLE ITEMS

- Kathy tosses a penny 24 times. The penny lands either with the head side showing or the tail side showing. The data below shows the how the penny lands each time.

Heads	Tails	Heads	Tails
Tails	Tails	Heads	Tails
Tails	Tails	Tails	Tails
Heads	Heads	Tails	Heads
Tails	Tails	Tails	Tails
Tails	Tails	Tails	Tails

Kathy tosses the penny 100 more times. Based on the data, what is the percent of times that the penny will land on heads?

- A. 18%
- \* B. 25%
- C. 42%
- D. 75%

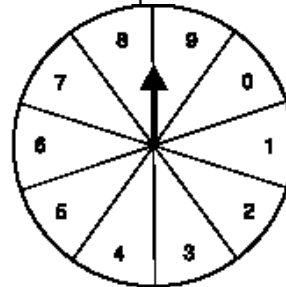
(Maryland State Department of Education)

- A bag contains 2 green cubes, 3 blue cubes, and 5 red cubes. Nick places his hand in the bag and picks a cube without looking. What is the probability that he picks either a blue or a red cube?

- A.  $\frac{1}{5}$
- B.  $\frac{1}{2}$
- C.  $\frac{2}{3}$
- \* D.  $\frac{4}{5}$

(Colorado Department of Education)

- Use the picture of the spinner below to answer the question.



What is the probability that the arrow will land on a prime number?

- A.  $\frac{3}{10}$
- \* B.  $\frac{4}{10}$
- C.  $\frac{5}{10}$
- D.  $\frac{6}{10}$

(New Hampshire Department of Education)