Student Learning Report: Grade 6 Math

Name _____

Process
Content
Process

Representation and Comparison of Rational Numbers

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Representation of Rational Numbers	☐ I can classify numbers as whole numbers, integers, and rational numbers using a graphic organizer. 6.2(A)				
Comparison of Rational Numbers	☐ I can order the following numbers in order from least to greatest: -4.5, $-(3\frac{3}{5})$, -8, -0.3, 2, -3.2, $1\frac{1}{2}$. 6.2(D)				
	☐ I can place the following numbers on a number line: -4.5, $-(3\frac{3}{5})$, -8, -0.3, 2, -3.2, $1\frac{1}{2}$. 6.2(C)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

Process Content Process

All Operations with Rational Numbers

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Multiplication and Division with Positive Rational Numbers	☐ I can multiply and divide whole numbers, fractions, and decimals quickly and accurately. 6.3(E)				
	☐ I can explain how $5 \div 3 = \frac{5}{3} = 5 \times \frac{1}{3}$. 6.2(E)				
	☐ I can explain that $6 \div \frac{1}{2}$ is the same as 6 x 2. 6.3(A)				
	☐ I can tell whether the product of a fraction multiplication problem will be greater than or less than the original number just by looking at the value of the fraction it is being multiplied by. 6.3(B)				
All Operations with Integers	☐ I can +/–/x/÷ positive and negative numbers quickly and accurately. 6.3(D)				
	☐ I can identify the opposite and absolute value for any number. 6.2(B)				
	☐ I can model how to +/–/x/÷ integers using colored counters and number lines. 6.3(C)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

Proportional Reasoning

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Fractions/ Decimals/ Percents	☐ I can represent a fraction as a decimal and percent. 6.4(G)				
	☐ I can represent a decimal as a fraction and percent. 6.4(G)				
	☐ I can represent a percent as a decimal and fraction. 6.4(G)				
	☐ I can use a part and a percent to find the whole amount. 6.5(B)				
	☐ I can use a whole amount and a percent to find the part. 6.5(B)				
	☐ I can use a part and a whole amount to find the percent. 6.5(B)				
	☐ I can use 10-by-10 grids, base-ten blocks, or percent bars to represent ratios and percents. 6.4(E)				
	☐ I can represent benchmark fractions using 10-by-10 grids, strip diagrams, numbers, and number lines. 6.4(F)				
	☐ I can represent equivalent fractions, decimals, and percents of the same whole. 6.5(C)				
Ratios/Rates	☐ I can use a ratio or rate to solve a math problem. 6.4(B)				
	☐ I can compare two ratios or rates. 6.4(B)				
	☐ I can write a ratio between similar things and use multiplication to describe them. 6.4(C)				
	☐ I can write a ratio between different things and use division to describe the unit rate. 6.4(D)				
	☐ I can represent ratios as a proportion, unit rate, table, and graph. 6.5(A)				
Conversions	☐ I can use a proportion to convert measurements. 6.4(H)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

Expressions, Equations, and Inequalities

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Order of Operations	☐ I can simplify an expression using order of operations. 6.7(A)				
	☐ I can write an equivalent expression for an expression that is given to me. 6.7(C), 6.7(D)				
	☐ I can explain the difference between an expression and an equation. 6.7(B)				
Representation and Solutions of Equations/ Inequalities	☐ I can solve one-step equations. 6.10(A)				
	☐ I can solve one-step inequalities. 6.10(A)				
	☐ I can write an equation for a real-world problem. 6.9(A)				
	☐ I can write an inequality for a real-world situation. 6.9(A)				
	☐ I can use a number line to represent solutions to an equation or inequality. 6.9(B)				
	☐ I can create a word problem when I am given an equation or inequality. 6.9(C)				
	☐ I can check to see if a number makes an equation or inequality true. 6.10(B)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

Algebraic Representations

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Coordinate Planes	☐ I can graph ordered pairs that include fractions and decimals on a coordinate plane. 6.11(A)				
Linear Representations	☐ I can represent the pattern of a real-world problem in a table, graph, equation, and verbal description. 6.6(C)				
	☐ I can explain the difference between additive and multiplicative patterns. 6.4(A)				
	☐ I can explain which quantity is independent and which one is dependent when I am looking at a table or graph. 6.6(A)				
	☐ When given a table, I can write an equation. 6.6(B)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

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Geometry and Measurement

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Conversions	☐ I can use a proportion to convert measurements. 6.4(H)				
Triangles	☐ I can find the measure of one angle in a triangle if I know the measures of the other two angles. 6.8(A)				
	☐ I can explain that if two sides of a triangle are congruent, then two angles must be congruent. 6.8(A)				
	☐ I can explain why side lengths of 3, 4, and 5 can form a triangle, but side lengths of 3, 4, and 8 will not. 6.8(A)				
Area/Volume	☐ I can represent and solve problems about the area of rectangles, parallelograms, trapezoids, and triangles. 6.8(C), 6.8(D)				
	☐ I can represent and solve problems about the volume of a rectangular prism. 6.8(C), 6.8(D)				
	☐ I can break apart parallelograms and trapezoids into rectangles and triangles to calculate the area. 6.8(B)				

Process: Ways to Show		Notes	Check Up		
Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

Data Analysis

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Representation/ Interpretation of Data	☐ I can represent and explain data on a dot plot. 6.12(A), 6.13(A)				
	☐ I can represent and explain data on a stem-and-leaf plot. 6.12(A), 6.13(A)				
	☐ I can represent and explain data on a histogram. 6.12(A), 6.13(A)				
	☐ I can represent and explain data on box plot. 6.12(A), 6.13(A)				
	☐ I can explain which real-world situations would yield the most variability. 6.13(B)				
Measures of Data	☐ I can take a list of numbers/data and determine the mean, median, range, and interquartile range. 6.12(C)				
	☐ I can take a set of data and describe how many values are in specific categories, both by counting the frequencies and by computing the percentages. 6.12(D)				
	☐ I can look at a graph of data and describe the center (median) and the spread (range) of the data. 6.12(B)				

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Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				

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Personal Financial Literacy

Process: Tools to Know		Notes	Check Up		
Applying Math in Everyday Situations	☐ I can determine what math I need to use to solve a problem. 6.1(A)				
Using Problem Solving Models	☐ I can use a problem-solving model to solve a problem. 6.1(B)				

Content		Notes	Check Up		
Banking	☐ I can compare the features and costs of a checking account and debit card offered by two or three local banks or credit unions. 6.14(A)				
	☐ I can explain the difference between a debit card and a credit card. 6.14(B)				
	☐ I can balance a checkbook by including deposits, withdrawals, and transfers. 6.14(C)				
Credit	☐ I can identify what information would be included on my credit report and how long that information will stay on a credit report. 6.14(E)				
	☐ I can explain why a credit report is important to a bank when applying for a loan. 6.14(D), 6.14(F)				
Post-Secondary Education Planning	☐ I can explain different ways to pay for college. 6.14(G)				
	☐ I can compare the salaries of different jobs and the levels of training or education required for those jobs. 6.14(H)				

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Creating/Using Representations	☐ I can create a representation of my math solution and explain it to another person. 6.1(E)				
Analyzing Information	☐ I can describe and connect math ideas. 6.1(F)				