

## 6-7 ASSESSMENT, FOLLOW-UP, AND FEEDBACK

**Fluency Standards:** 6.NS.2 and 6.NS.3 address fluency with standard algorithms for whole number division and the four operations on decimals. Review and new work related to these topics appear throughout the course in lessons and in Spiral Reviews.

**Computational Intervention:** For students struggling with computation, consider incorporating a 5-10 minute per day routine using **Skill Boosters** (Portal Landing Page). For Unit 7 consider Decimal and Percent Concepts.

**Differentiation:** For students who do not need intervention or reteaching, see Teaching Tips: Enrichment and Challenges for Advances Learners in the **Teacher Edition** for ideas, or use Nonroutine Problems in **Unit Resources**.

Standards / Lessons / Goals		Are Students Ready for the Lesson?		Did Students Meet Grade Level Goals?	
		Diagnostic (formative)	Intervention	Evidence	Reteaching
<b>7.1 Visual Patterns</b>					
6.RP.3a 6.EE.2ab 6.EE.6 6.EE.9	<ul style="list-style-type: none"> <li>Review graphing ordered pairs</li> <li>Describe sequences of numbers generated by visual patterns using verbal descriptions, tables of numbers, graphs, and input-output rules.</li> <li>Understand the relationship between dependent and independent variables.</li> </ul>	<b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 2 Getting Started</li> </ul> <b>General Resources</b> <ul style="list-style-type: none"> <li>6-6, 6-7, 6-8 Pre-Assessment / 9, 10, 11 (patterns, graphing)</li> </ul>	<b>Unit Resources</b> Essential Skills <ul style="list-style-type: none"> <li>pgs 1-2 Exploring Patterns</li> <li>pg 3 Battling Ships (graphing)</li> </ul>	<b>Formative Teacher Edition</b> <ul style="list-style-type: none"> <li>pg 8 Monitor Your Progress</li> </ul> <b>Summative</b> (at end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"> <li>Quiz A / 1</li> <li>Quiz B / 1</li> <li>Tasks:</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 1-2 Extra Problems</li> </ul> <b>Future Student Packets</b> Heads up: These topics will appear again. <ul style="list-style-type: none"> <li>Lesson 7.2</li> <li>Spiral Review Unit 6, 7, 9</li> </ul>
<b>7.2 Comparing Prices</b>					
6.RP.3abc 6.NS.3 6.EE.2a 6.EE.6 6.EE.9 6.SP.1 6.SP.3	<ul style="list-style-type: none"> <li>Use tables of numbers, double number lines, graphs, equations, unit rates, and words to compare prices of similar items.</li> </ul>	<b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 9 Getting Started</li> </ul> <b>General Resources</b> <ul style="list-style-type: none"> <li>6-6, 6-7, 6-8 Pre-Assessment / 8 (rates)</li> </ul>	<b>Unit Resources</b> Essential Skills <ul style="list-style-type: none"> <li>pg 4,a Four in a Row (Decimal Division)</li> </ul> <b>Student Packet</b> <ul style="list-style-type: none"> <li>Revisit Lesson 1</li> <li>Extra Problems for Lesson 1</li> </ul>	<b>Formative Teacher Edition</b> <ul style="list-style-type: none"> <li>pg 12 Journal</li> <li>pg 13 (use the <i>MathLinks</i> Rubric)</li> <li>pg 13 Monitor Your Progress</li> </ul> <b>Summative</b> (at end of the unit) <b>6-2 Unit Resources</b> <ul style="list-style-type: none"> <li>Quiz A / 3</li> <li>Quiz B / 3</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 3-4 Extra Problems</li> </ul> <b>Future Student Packet</b> Heads up: These topics will appear again. <ul style="list-style-type: none"> <li>Spiral Review Unit 6, 9</li> </ul>

## 6-7 ASSESSMENT, FOLLOW-UP, AND FEEDBACK

Continued

Standards / Lessons / Goals	Are Students Ready?		Did Students Meet Goals?		
	Diagnostic (formative)	Intervention	Evidence	Reteaching	
7.3 Rate Applications					
6.RP.3abc 6.NS.3 6.EE.2ab 6.EE.6 6.EE.9	<ul style="list-style-type: none"><li>Use rates in problem solving contexts.</li><li>Identify unit rates in tables, graphs, and equations.</li><li>Deepen understanding of independent and dependent variables.</li></ul>	<b>Student Packet</b> <ul style="list-style-type: none"><li>pg 14 Getting Started</li></ul>	<b>Student Packet</b> <ul style="list-style-type: none"><li>Revisit Lesson 2</li><li>Extra Problems for Lesson 2</li></ul>	<b>Formative Teacher Edition</b> <ul style="list-style-type: none"><li>pg 19 (use the <i>MathLinks</i> Rubric)</li><li>pg 19 Monitor Your Progress</li></ul> <b>Summative</b> (at end of the unit) <b>Unit Resources</b> <ul style="list-style-type: none"><li>Quiz A / 2</li><li>Quiz B / 2</li><li>Tasks: Soccer Fundraiser; Pineapple Party</li><li>Projects: A Savings Problem</li></ul>	<b>Unit Resources</b> <ul style="list-style-type: none"><li>pgs 5-6 Extra Problems</li></ul>
Review					
6.RP.3abc 6.NS.3 6.EE.2ab 6.EE.6 6.EE.9	<ul style="list-style-type: none"><li>Goals from Lessons 7.1, 7.2, 7.3 above</li></ul>			<b>Formative Student Packet</b> <ul style="list-style-type: none"><li>pg 20 Poster Problems</li><li>pg 21 Match and Compare Sort</li><li>pg 22 Why Doesn't it Belong?</li><li>pg 23 Vocabulary Review</li><li>pg 26 Unit Reflection</li></ul> <b>Summative</b> (typically part of a periodic assessment) <b>General Resources</b> <ul style="list-style-type: none"><li>Cumulative Test 7</li></ul>	<b>Unit Resources</b> <ul style="list-style-type: none"><li>pgs 1-6 Extra Problems</li></ul> <b>Student Packet</b> <ul style="list-style-type: none"><li>Revisit Lessons 1 – 3</li><li>pgs 0, 27-28 revisit My Word Bank and Definitions</li></ul>

## 6-7 ASSESSMENT, FOLLOW-UP, AND FEEDBACK

### Continued

**Teacher Feedback:** As time permits, provide written comments to students.

- Project (A Savings Problem): ***I appreciate that you took the time to choose an item you really want, were thoughtful about the job you chose, and realistic about the wage for a 6<sup>th</sup> grader. The table, graph, and rule are all complete and match each other. The paragraph concisely describes your process. Good job!***

**Peer Feedback:** Using the *MathLinks Rubric* (pg 13, 19) and *Journal Ideas* (pg 12) in the Student Packet are good opportunities for written peer feedback. Remind students each time to think about what kinds of respectful comments or questions might be helpful for their partner.

- Using the *MathLinks Rubric* / 4 (pg 8): ***I disagree. I think it's impossible for the small segment over the 1 to go from right to left because that would mean that time is getting less while distance is increasing. Time can't move backwards.***

### Summary of 6-7 Watch-Fors

“Watch-fors” appear in the Teacher Edition in red italics in text boxes. Use them for formative feedback during instruction or practice, and as inspiration for written feedback on any assessments.

PAGE # / PROBLEMS	WATCH-FORS
3 / 2, 4	Are students making precise drawings and graphs (with correct labels and scaling) to match?
5 / 4, 5	Do students write full, descriptive input-output rules in words? For example, “multiply by 3” or “add 3” are incomplete.
10 / 1bd, 2bd	Do students recognize that the table values are not in order, but the double number line values must be put in order?
13 / 7	Are students making recommendations based on data, as instructed?
15 / all	Do students grasp the subtlety of dependent and independent variables? On this page, inverse situations are posed where the money earned depends on the number of trees sold, and then later the number of trees that are sold depends on the money that needs to be earned.
17 / 10	Can students switch to a linear to a nonlinear situation and draw a graph similar to the one given in the answer key?