

Math Grade 6 C

Grade Level Standard(s):

KY.6.NS.7

Materials:

- Math 6 C Number Line
- Math 6 C Attainment Task Questions for Student Use

Response Code:

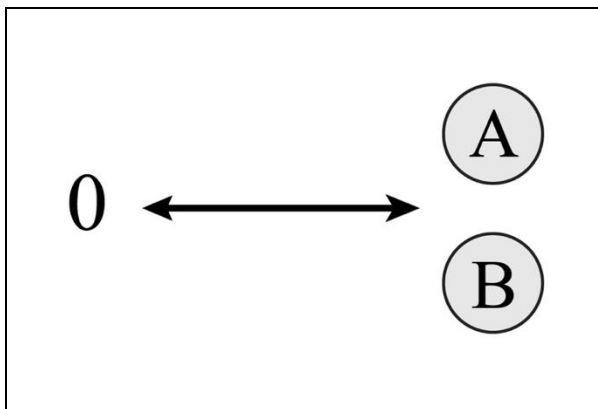
- Indicate the answer provided by the student.

Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

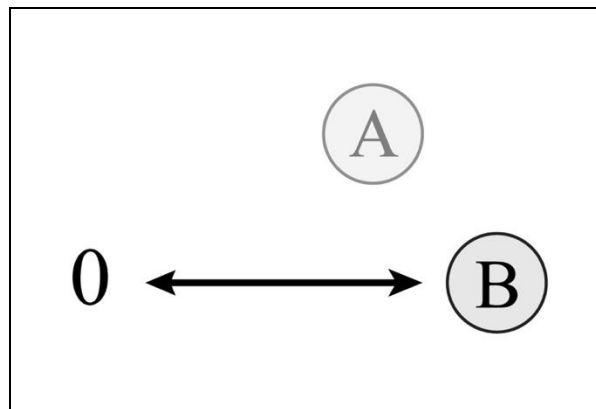
a.

Team A's point distance from 0 is the same as Team B's.



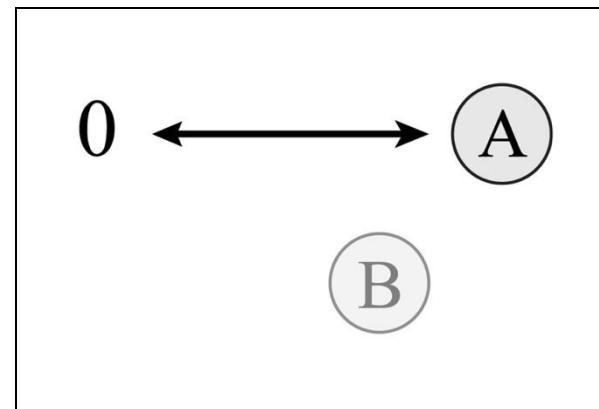
b.

Team A's point distance from 0 is less than Team B's.



c.

Team A's point distance from 0 is greater than Team B's.



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 9 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

All questions from this task are available for presentation to the student in the material Math 6 C Attainment Task Questions for Student Use.

“Mrs. Jones’ class has a point game. The class is divided into three teams. Every team starts with 0 points. Each day the teams can gain or lose points. At the end of the first week, team A has 10 points, team B has -6 points, and team C has 2 points.”

Remind the student that Team A had 10 points at the end of the first week and Team B had -6 points.

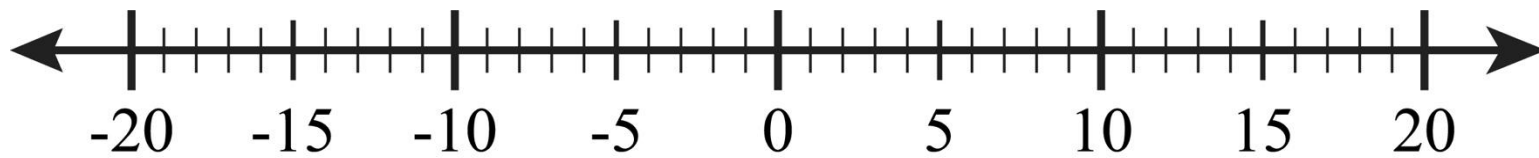
Present the student with the Math 6 C Number Line to use as a support.

“At the end of the first week Team A had 10 points. Team A lost 5 points in the second week. At the end of the first week Team B had -6 points. Team B gained 4 points in the second week.”

3. “How do the **absolute values** of Team A’s scores compare to the **absolute values** of Team B’s scores at the end of week 2?”

Response Option	Response Rationale
a. Team A’s point distance from 0 is the same as Team B’s.	<i>The student uses the number line but does not move the correct distance toward 0 for either team.</i>
b. Team A’s point distance from 0 is less than Team B’s.	<i>The student uses the number line but moves farther away from 0 for Team B instead of closer to 0.</i>
c. Team A’s point distance from 0 is greater than Team B’s. (Correct)	<i>The student uses the number line and moves the correct distance closer to 0 for both teams.</i>
Depth of Knowledge (DOK) 2	

Math 6 C Number Line



Math 6 C Attainment Task Questions for Student Use

2. How do the **absolute values** of Team A's scores compare to the **absolute values** of Team B's scores at the end of week 2?

Kentucky Academic Standard: KY.6.NS.7 - Understand ordering and absolute value of rational numbers

- a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
- b. Write, interpret and explain statements of order for rational numbers in real-world contexts.
- c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
- d. Distinguish comparisons of absolute value from statements about order. MP.1. MP.2, MP.4, **MP.3, MP.7**

Alternate Assessment Target: *Limit full standard from negative 20 to 20.*

a. No further limitations, b. No further limitations, c. Limit absolute value to distance from zero, d. Limit absolute value to distance from zero

Student Group	Number of Students*	Percent Correct #3
All Students	623	38.52%
Gender		
Female	179	36.87%
Male	444	39.19%
Ethnicity		
African American	70	37.14%
American Indian or Alaska Native	<10	Not Reported
Asian	17	23.53%
Hispanic of Latino	58	39.66%
Native Hawaiian of Pacific Islander	<10	Not Reported
White (Non-Hispanic)	443	39.50%
Two or More Races	35	34.29%
English Learner	51	31.37%
Economically Disadvantaged		

*Number of students that attempted the item