



Grade 6 Mathematics Assessment

**Eligible Texas Essential
Knowledge and Skills**

This document outlines the assessed curriculum for the Student Success Tool (SST), which will be implemented in Fall 2027. The content standards for the SST assessed curriculum remain unchanged from the content standards for the STAAR assessed curriculum. Since the Mathematical Process Skills are not assessed in isolation, these standards were removed from the document.

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SST Grade 6 Mathematics Assessment

Strand 1: Numerical Representations and Relationships

6.2 **Number and operations.** The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to

- (A) classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers; **Supporting Standard**
- (B) identify a number, its opposite, and its absolute value; **Supporting Standard**
- (C) locate, compare, and order integers and rational numbers using a number line; **Supporting Standard**
- (D) order a set of rational numbers arising from mathematical and real-world contexts; and **Readiness Standard**
- (E) extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$. **Supporting Standard**

6.4 **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to

- (C) give examples of ratios as multiplicative comparisons of two quantities describing the same attribute; **Supporting Standard**
- (D) give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients; **Supporting Standard**
- (E) represent ratios and percents with concrete models, fractions, and decimals; **Supporting Standard**
- (F) represent benchmark fractions and percents such as 1%, 10%, 25%, $33\frac{1}{3}\%$, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers; and **Supporting Standard**
- (G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money. **Readiness Standard**

6.5 **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to

- (C) use equivalent fractions, decimals, and percents to show equal parts of the same whole. **Supporting Standard**

6.7 **Expressions, equations, and relationships.** The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to

- (A) generate equivalent numerical expressions using order of operations, including whole number exponents, and prime factorization; **Readiness Standard**
- (B) distinguish between expressions and equations verbally, numerically, and algebraically; **Supporting Standard**
- (C) determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations; and **Supporting Standard**
- (D) generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties. **Readiness Standard**

Strand 2: Computations and Algebraic Relationships

- 6.3 **Number and operations.** The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to
- (A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values; **Supporting Standard**
 - (B) determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one; **Supporting Standard**
 - (C) represent integer operations with concrete models and connect the actions with the models to standardized algorithms; **Supporting Standard**
 - (D) add, subtract, multiply, and divide integers fluently; and **Readiness Standard**
 - (E) multiply and divide positive rational numbers fluently. **Readiness Standard**
- 6.4 **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to
- (A) compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships; and **Supporting Standard**
 - (B) apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates. **Readiness Standard**
- 6.5 **Proportionality.** The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to
- (A) represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions; and **Supporting Standard**

- (B) solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models. **Readiness Standard**

6.6 **Expressions, equations, and relationships.** The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to

- (A) identify independent and dependent quantities from tables and graphs; **Supporting Standard**
- (B) write an equation that represents the relationship between independent and dependent quantities from a table; and **Supporting Standard**
- (C) represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$. **Readiness Standard**

6.9 **Expressions, equations, and relationships.** The student applies mathematical process standards to use equations and inequalities to represent situations. The student is expected to

- (A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems; **Supporting Standard**
- (B) represent solutions for one-variable, one-step equations and inequalities on number lines; and **Supporting Standard**
- (C) write corresponding real-world problems given one-variable, one-step equations or inequalities. **Supporting Standard**

6.10 **Expressions, equations, and relationships.** The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to

- (A) model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts; and **Readiness Standard**
- (B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true. **Supporting Standard**

Strand 3: Geometry and Measurement

- 6.4 **Proportionality.** The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to
- (H) convert units within a measurement system, including the use of proportions and unit rates. **Readiness Standard**
- 6.8 **Expressions, equations, and relationships.** The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to
- (A) extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle;
Supporting Standard
 - (B) model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes;
Supporting Standard
 - (C) write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers; and **Supporting Standard**
 - (D) determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
Readiness Standard
- 6.11 **Measurement and data.** The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to
- (A) graph points in all four quadrants using ordered pairs of rational numbers. **Readiness Standard**

Strand 4: Data Analysis and Personal Financial Literacy

- 6.12 **Measurement and data.** The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to
- (A) represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots; **Supporting Standard**
 - (B) use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution; **Supporting Standard**
 - (C) summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and **Readiness Standard**
 - (D) summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution. **Readiness Standard**
- 6.13 **Measurement and data.** The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to
- (A) interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots; and **Readiness Standard**
 - (B) distinguish between situations that yield data with and without variability. **Supporting Standard**
- 6.14 **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to
- (A) compare the features and costs of a checking account and a debit card offered by different local financial institutions; **Supporting Standard**

- (B) distinguish between debit cards and credit cards;
Supporting Standard
- (C) balance a check register that includes deposits, withdrawals, and transfers; ***Supporting Standard***
- (E) describe the information in a credit report and how long it is retained; ***Supporting Standard***
- (F) describe the value of credit reports to borrowers and to lenders;
Supporting Standard
- (G) explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and
Supporting Standard
- (H) compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income. ***Supporting Standard***