

Content: Math		Grade Level: 6th																
Standard: 6.RP.3a																		
Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.																		
I can statements:																		
<ul style="list-style-type: none"> I can determine equivalent ratios. I can make tables of equivalent ratios relating quantities with whole-number measurements. I can compare equivalent ratios to find missing values in a table. I can determine equivalent relationships between ratios. I can graph points of equivalent ratios on a coordinate plane. I can determine the relationship between two or more ratios. 																		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities The point (p , q) is on the graph of values from a ratio table. Would point $(\frac{p}{2}, \frac{q}{2})$ be on the graph? ANSWER: Yes																
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.																	
Score 3.0	The student can make tables with equivalent ratios and plot values on a coordinate plane. The student exhibits no major errors or omissions.	Compare speed of 2 runners: Table 1 <table border="1"> <tr><td>d</td><td>3</td><td>9</td><td>15</td></tr> <tr><td>T</td><td>2</td><td>6</td><td>10</td></tr> </table> Table 2 <table border="1"> <tr><td>d</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>T</td><td>4</td><td>5</td><td>6</td></tr> </table> Graph the values of each table on the coordinate plane. Which runner was faster?	d	3	9	15	T	2	6	10	d	11	12	13	T	4	5	6
d	3	9	15															
T	2	6	10															
d	11	12	13															
T	4	5	6															
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.																	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Compare the number of black to white circles. If the ratio remains the same, how many black circles will you have if you have 60 white circles? <table border="1"> <tr><td>Black</td><td>4</td><td>40</td><td>20</td><td>60</td><td>?</td></tr> <tr><td>White</td><td>3</td><td>30</td><td>15</td><td>45</td><td>60</td></tr> </table> ●●●●○○○○ Use multiplication to find 60 white circles (one possibility 30 x 2). Use the corresponding numbers and operations to determine the number of black circles (40 x 2) to get 80 black circles.	Black	4	40	20	60	?	White	3	30	15	45	60				
Black	4	40	20	60	?													
White	3	30	15	45	60													
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.																	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.																	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.																	
Score 0.0	Even with help, no understanding or skill demonstrated.																	