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| **Content: Math** | | | **Grade Level: 6th** | |
| **Standard: 6.NS.7c**  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. | | | | |
| **I can statements:**   * I can define absolute value. * I can use absolute value to describe magnitude or size in real-world situations. | | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | | | **Sample Activities** |
| Explain why an absolute value can’t be a negative number. |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. | |  |
| **Score 3.0** | **The student can solve real-world problems involving absolute value.**  **The student exhibits no major errors or omissions.** | | | Bank Account A has a -$10. Bank Account B has $11. Explain which bank account balance is farther from $0. |
|  | **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.** | | | Find the absolute value of -2 1/2. Answer: ǀ -2 1/2 ǀ = 2 1/2 |
|  | **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.** | | |