

Memorial School Report Card Overview

6th Grade Mathematics Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children's progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
The student does not yet demonstrate progress toward initial foundational skills of the topic	The student demonstrates some proficiency in foundational skills of the topic	The student demonstrates proficiency in <u>all grade level</u> skills of the topic	The student demonstrates understanding and performance <u>beyond</u> proficiency and has exceeded the standard.

Marking Period 1

Geometry

Solve real-world and mathematical problems involving area.

Standard: 6.G.A.1

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	The student is unable to: - Find the area of special quadrilaterals and polygons by composing into rectangles - Decompose quadrilaterals and other polygons into triangles and other shapes. - Solve real world problems involving the area of special quadrilaterals and polygons.	The student sometimes can: - Find the area of special quadrilaterals and polygons by composing into rectangles - Decompose quadrilaterals and other polygons into triangles and other shapes. - Solve real world problems involving the area of special quadrilaterals and polygons.	The student consistently can: - Find the area of special quadrilaterals and polygons by composing into rectangles - Decompose quadrilaterals and other polygons into triangles and other shapes. - Solve real world problems involving the area of special quadrilaterals and polygons.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Finds the area of special quadrilaterals and polygons by composing into rectangles - Decomposes quadrilaterals and other polygons into triangles and other shapes. - Solves real world problems involving the area of special quadrilaterals and polygons. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
2/3/4	<i>Will not be assessed during this time.</i>			

Grade 6 expectations for these standards are considered supportive clusters.

Expressions and Equations

Read, write, and evaluate expressions.

Standards: 6.EE.A.1 and 6.EE.A.2

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	The student is unable to: - Write an algebraic expression from a verbal description that includes operations, numbers, and variables. - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient). - Evaluate expressions and formulas for specific values of the variables. - Perform arithmetic operations, utilizing the Order of Operations, that include whole number exponents and no parentheses. Write and evaluate numerical expressions using whole-number exponents.	The student sometimes can: - Write an algebraic expression from a verbal description that includes operations, numbers, and variables. - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient). - Evaluate expressions and formulas for specific values of the variables. - Perform arithmetic operations, utilizing the Order of Operations, that include whole number exponents and no parentheses. Write and evaluate numerical expressions using whole-number exponents.	The student consistently can: - Write an algebraic expression from a verbal description that includes operations, numbers, and variables. - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient). - Evaluate expressions and formulas for specific values of the variables. - Perform arithmetic operations, utilizing the Order of Operations, that include whole number exponents and no parentheses. Write and evaluate numerical expressions using whole-number exponents.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Writes, reads, identifies, and performs all the properties of an algebraic expression. - Analyzes the relationship between the dependent and independent variables using graphs and tables and relates them to the equation. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
2/3/4	<u>Will not be assessed during this time.</u>			

The Number System

Apply and extend previous understandings of division to divide fractions by fractions.

Standards: 6.NS.A.1

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	The student is unable to: • Compute quotients of fractions. • Interpret quotient of fractions. • Solve word problems involving division of fractions by fractions using: ○ visual models. ○ equations.	The student sometimes can: • Compute quotients of fractions. • Interpret quotient of fractions. • Solve word problems involving division of fractions by fractions using: ○ visual models. ○ equations.	The student consistently can: • Compute quotients of fractions. • Interpret quotient of fractions. • Solve word problems involving division of fractions by fractions using: ○ visual models. ○ equations.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Computes and interprets quotients of fractions. • Solves word problems involving division of fractions by fractions using: ○ visual models and equations. • Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
2/3/4	<u><i>Will not be assessed during this time.</i></u>			

Fluently add, subtract, multiply, and divide decimals.

Standards:6.NS.B.2 and 6.NS.B.3

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	The student is unable to: • Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. • Work towards accuracy and efficiency using the standard algorithm. • Divide multi-digit numbers using the standard algorithm working towards accuracy and efficiency.	The student sometimes can: • Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. • Work towards accuracy and efficiency using the standard algorithm. • Divide multi-digit numbers using the standard algorithm working towards accuracy and efficiency.	The student consistently can: • Add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. • Work towards accuracy and efficiency using the standard algorithm. • Divide multi-digit numbers using the standard algorithm working towards accuracy and efficiency.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Adds, subtracts, multiplies, and divides multi-digit decimals using the standard algorithm for each operation. • Works towards accuracy and efficiency using the standard algorithm. • Divides multi-digit numbers using the standard algorithm working towards accuracy and efficiency. • Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
2/3/4	<u>Will not be assessed during this time.</u>			
Grade 6 expectations for these standards are considered additional clusters.				

Marking Period 2

Ratios and Proportional Relationships

Computes ratios and unit rates using a math algorithm.

Standards: 6.RP.A.1, 6.RP.A.2, and 6.RP.A.3

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
2	The student is unable to: - Use ratio language to describe a relationship between two quantities. - Explain a unit rate (a/b) associated with a ratio (a:b). - Solve unit rate problems, including unit pricing and constant speed. - Unit ratios can be used to manipulate and transform units accurately.	The student sometimes can: - Use ratio language to describe a relationship between two quantities. - Explain a unit rate (a/b) associated with a ratio (a:b). - Solve unit rate problems, including unit pricing and constant speed. - Unit ratios can be used to manipulate and transform units accurately.	The student consistently can: - Use ratio language to describe a relationship between two quantities. - Explain a unit rate (a/b) associated with a ratio (a:b). - Solve unit rate problems, including unit pricing and constant speed. - Unit ratios can be used to manipulate and transform units accurately.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Uses ratio language to describe a relationship between two quantities. - Explains a unit rate (a/b) associated with a ratio (a:b). - Solves unit rate problems, including unit pricing and constant speed. - Understands that unit ratios can be used to manipulate units accurately. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/3/4	<u>Will not be assessed during this time.</u>			

Solves and explains real-world problems involving rates, ratios, and unit rates.

Standards: 6.RP.A.1, 6.RP.A.2, and 6.RP.A.3

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
2	The student is unable to: - Use ratio language to describe a relationship between two quantities such as: - unit price (\$/weight) - speed (mi/hr) - mass or weight - Represent and solve rate and ratio real-world and mathematical problems by using: - tables - tape diagrams - double number line diagrams, and - equations.	The student sometimes can: - Use ratio language to describe a relationship between two quantities such as: - unit price (\$/weight) - speed (mi/hr) - mass or weight - Represent and solve rate and ratio real-world and mathematical problems by using: - tables - tape diagrams - double number line diagrams, and - equations.	The student consistently can: - Use ratio language to describe a relationship between two quantities such as: - unit price (\$/weight) - speed (mi/hr) - mass or weight - Represent and solve rate and ratio real-world and mathematical problems by using: - tables - tape diagrams - double number line diagrams, and - equations.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Uses ratio language to describe a relationship between two quantities. - Explains a unit rate (a/b) associated with a ratio (a:b). - Represents and solves rate and ratio world problems by using models and equations. - Understands that unit ratios can be used to manipulate units accurately with any relationship. - Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/3/4	<u>Will not be assessed during this time.</u>			

Marking Period 3

The Number System

Understands rational numbers as points on a number line and coordinate plane.

Standards: 6.NS.C.6, 6a, 6b, and 6c

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
3	The student is unable to: - Locate numbers with opposite signs as points on opposite sides of zero on the number line. - Identify the opposite of an opposite of a number is the number itself and that zero is its own opposite. - Find and position integers and other rational numbers on a horizontal or vertical number line. - Find and plot pairs of integers and other rational numbers on the coordinate plane. - Indicate (x,y) in a quadrant based on signs. - Describe ordered pairs that differ only by signs and that are reflected across one or both axes.	The student sometimes can: - Locate numbers with opposite signs as points on opposite sides of zero on the number line. - Identify the opposite of an opposite of a number is the number itself and that zero is its own opposite. - Find and position integers and other rational numbers on a horizontal or vertical number line. - Find and plot pairs of integers and other rational numbers on the coordinate plane. - Indicate (x,y) in a quadrant based on signs. - Describe ordered pairs that differ only by signs and that are reflected across one or both axes.	The student consistently can: - Locate numbers with opposite signs as points on opposite sides of zero on the number line. - Identify the opposite of an opposite of a number is the number itself and that zero is its own opposite. - Find and position integers and other rational numbers on a horizontal or vertical number line. - Find and plot pairs of integers and other rational numbers on the coordinate plane. - Indicate (x,y) in a quadrant based on signs. - Describe ordered pairs that differ only by signs and that are reflected across one or both axes.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Identifies, plots, describes, and locates any coordinate point, rational number, integer on a horizontal or vertical number line. - Describes the position of a (x,y) coordinate pair based on quadrant location. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/4	<u>Will not be assessed during this time.</u>			

Understand ordering and absolute value of rational numbers.

Standards: 6.NS.C.7 and 6.NS.C.8

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
3	The student is unable to: - Use coordinates and absolute value to find distances between points in the four quadrants to solve real-world and mathematical problems. - Represent the relative position of two numbers on a number line diagram using inequality statements. - Write and interpret statements of order using rational numbers to explain real-world problems. - Describe the absolute value of a rational number is its distance from zero on the number line. - Express the magnitude of a positive or negative quantity in a real-world situation using absolute value. - Distinguish comparisons of absolute value with statements about order.	The student sometimes can: - Use coordinates and absolute value to find distances between points in the four quadrants to solve real-world and mathematical problems. - Represent the relative position of two numbers on a number line diagram using inequality statements. - Write and interpret statements of order using rational numbers to explain real-world problems. - Describe the absolute value of a rational number is its distance from zero on the number line. - Express the magnitude of a positive or negative quantity in a real-world situation using absolute value. - Distinguish comparisons of absolute value with statements about order.	The student consistently can: - Use coordinates and absolute value to find distances between points in the four quadrants to solve real-world and mathematical problems. - Represent the relative position of two numbers on a number line diagram using inequality statements. - Write and interpret statements of order using rational numbers to explain real-world problems. - Describe the absolute value of a rational number is its distance from zero on the number line. - Express the magnitude of a positive or negative quantity in a real-world situation using absolute value. - Distinguish comparisons of absolute value with statements about order.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Identifies, plots, describes, and locates any coordinate point, rational number, integer on a horizontal or vertical number line. - Describes the position of a (x,y) coordinate pair based on quadrant location. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/4	<u>Will not be assessed during this time.</u>			

Expressions and Equations

Generate equivalent expressions.

Standards: 6.EE.A.3 and 6.EE.A.4

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
3	The student is unable to: • Generate equivalent expressions using the properties of operations. • Identify two expressions that are equivalent when they name the same number regardless of which value is substituted into them. • Identify when two expressions are equivalent.	The student sometimes can: • Generate equivalent expressions using the properties of operations. • Identify two expressions that are equivalent when they name the same number regardless of which value is substituted into them. • Identify when two expressions are equivalent.	The student consistently can: • Generate equivalent expressions using the properties of operations. • Identify two expressions that are equivalent when they name the same number regardless of which value is substituted into them. • Identify when two expressions are equivalent.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: • Generates equivalent expressions using the properties of operations. • Identifies two expressions that are equivalent when they name the same number regardless of which value is substituted into them. • Identifies when two expressions are equivalent. • Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/4	<u><i>Will not be assessed during this time.</i></u>			

Reason about and solve one-variable equations and inequalities.

Standards: 6.EE.B.5 and 6.EE.B.6

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
3	The student is unable to: - Determine if a given number from a specified set is a solution to an equation or an inequality using substitution. - Use variables to represent unknown numbers, including any number in a specified set. - Write expressions using variables to represent real-world or mathematical situations.	The student sometimes can: - Determine if a given number from a specified set is a solution to an equation or an inequality using substitution. - Use variables to represent unknown numbers, including any number in a specified set. - Write expressions using variables to represent real-world or mathematical situations.	The student consistently can: - Determine if a given number from a specified set is a solution to an equation or an inequality using substitution. - Variables are used to represent unknown numbers, including any number in a specified set. - Write expressions using variables to represent real-world or mathematical situations.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Determines if a given number from a specified set is a solution to an equation or an inequality using substitution. - Uses variables to represent unknown numbers, including any number in a specified set. - Writes expressions using variables to represent real-world or mathematical situations. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/4	<u>Will not be assessed during this time.</u>			

Write and solve equations and inequalities with real-world problems.

Standards: 6.EE.B.7 and 6.EE.B.8

Marking Period	Not Meeting Expectations (NM-1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
3	The student is unable to: - Determine if a given number from a specified set is a solution to an equation or an inequality using substitution. - Write and solve equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers, for real-world and mathematical problems. - Represent inequalities in the form $x > c$ or $x < c$ to determine infinitely many solutions based on real world problems.	The student sometimes can: - Determine if a given number from a specified set is a solution to an equation or an inequality using substitution. - Write and solve equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers, for real-world and mathematical problems. - Represent inequalities in the form $x > c$ or $x < c$ to determine infinitely many solutions based on real world problems.	The student consistently can: - Determine if a given number from a specified set is a solution to an equation or an inequality using substitution. - Write and solve equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers, for real-world and mathematical problems. - Represent inequalities in the form $x > c$ or $x < c$ to determine infinitely many solutions based on real world problems.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Determines if a given number from a specified set is a solution to an equation or an inequality using substitution. - Writes and solves equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers, for real-world and mathematical problems. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/4	<u><i>Will not be assessed during this time.</i></u>			

Marking Period 4

The Number System

Understand positive and negative numbers.

Standard: 6.NS.C.5

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1/2/3	<i>Will not be assessed during this time</i>			
4	The student is unable to: - Indicate the quadrant location in the coordinate plane from the signs of an ordered pair. - Describe ordered pairs that differ only by signs and that are reflected across one or both axes. - Use positive and negative numbers to represent quantities in real world contexts (including 0).	The student sometimes can: - Indicate the quadrant location in the coordinate plane from the signs of an ordered pair. - Describe ordered pairs that differ only by signs and that are reflected across one or both axes. - Use positive and negative numbers to represent quantities in real world contexts (including 0).	The student consistently can: - Indicate the quadrant location in the coordinate plane from the signs of an ordered pair. - Describe ordered pairs that differ only by signs and that are reflected across one or both axes. - Use positive and negative numbers to represent quantities in real world contexts (including 0).	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Indicates the quadrant location in the coordinate plane from the signs of an ordered pair. - Describes ordered pairs that differ only by signs and that are reflected across one or both axes. - Uses positive and negative numbers to represent quantities in real world contexts (including 0). - Assesses the reasonableness of their answer using mental strategies for conceptual understanding.

Statistics and Probability

Develop understanding of statistical questions.

Standards: 6.SP.A.1 and 6.SP.A.2

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
4	The student is unable to: - Relate statistical questions that anticipates variability to the accounts for it in the answers. - Recognize statistical questions as statistical. - Answer a statistical question from a set of data collected by describing its center, spread, and overall shape.	The student sometimes can: - Relate statistical questions that anticipates variability to the accounts for it in the answers. - Recognize statistical questions as statistical. - Answer a statistical question from a set of data collected by describing its center, spread, and overall shape.	The student consistently can: .Relate statistical questions that anticipates variability to the accounts for it in the answers. - Recognize statistical questions as statistical. - Answer a statistical question from a set of data collected by describing its center, spread, and overall shape.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Relates statistical questions that anticipates variability to the accounts for it in the answers. - Recognizes statistical questions as statistical. - Answers statistical questions from a set of data collected to describe its center, spread, and overall shape. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/3	<u><i>Will not be assessed during this time</i></u>			

Grade 6 expectations for these standards are considered supportive clusters.

Find statistical data as a number and graph it.

Standards: 6.SP.A.3 and 6.SP.A.4

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
4	The student is unable to: - Summarize a measure of center (mean and median) for a numerical data set with a single number. - Find a measure of variation (interquartile range and mean absolute deviation) describes how its values vary with a single number. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	The student sometimes can: - Summarize a measure of center (mean and median) for a numerical data set with a single number. - Find a measure of variation (interquartile range and mean absolute deviation) describes how its values vary with a single number. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	The student consistently can: - Summarize a measure of center (mean and median) for a numerical data set with a single number. - Find a measure of variation (interquartile range and mean absolute deviation) describes how its values vary with a single number. - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Summarizes a measure of center (mean and median) for a numerical data set with a single number. - Finds a measure of variation (interquartile range and mean absolute deviation) describes how its values vary with a single number. - Displays numerical data in plots on a number line, including dot plots, histograms, and box plots. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/3	<u>Will not be assessed during this time</u>			

Grade 6 expectations for these standards are considered supportive clusters.

Summarize numerical data sets from context.

Standards: 6.SP.B.5, 6.SP.B.5a, 6.SP.B.5b, 6.SP.B.5c, and 6.SP.B.5d

Marking Period	Not Meeting Expectations (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
4	The student is unable to: - Summarize numerical data sets in relation to their context. - Report the number of observations and describe how it was measured and the units for the measurement. - Describe the overall patterns and any striking difference from a data set by giving the measures of median and/or mean and the interquartile range and/or mean absolute deviation. - Explain the shape of the data distribution and the context.	The student sometimes can: - Summarize numerical data sets in relation to their context. - Report the number of observations and describe how it was measured and the units for the measurement. - Describe the overall patterns and any striking difference from a data set by giving the measures of median and/or mean and the interquartile range and/or mean absolute deviation. - Explain the shape of the data distribution and the context.	The student consistently can: - Summarize numerical data sets in relation to their context. - Report the number of observations and describe how it was measured and the units for the measurement. - Describe the overall patterns and any striking difference from a data set by giving the measures of median and/or mean and the interquartile range and/or mean absolute deviation. - Explain the shape of the data distribution and the context.	Student meets all the criteria for “meets standards,” independently challenges him/herself, and makes insightful connections to other ideas and concepts while he/she: - Summarizes and reports numerical data sets in relation to their context. - Describes the overall patterns and any striking difference from a data set by giving the measures of median and/or mean and the interquartile range and/or mean absolute deviation. - Explains the shape of the data distribution and the context. Assesses the reasonableness of their answer using mental strategies for conceptual understanding.
1/2/3	<u>Will not be assessed during this time</u>			
Grade 6 expectations for these standards are considered supportive clusters.				