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The Number Systems	
6.NS.7	
<p>Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^\circ \text{C} > -7^\circ \text{C}$ to express the fact that -3°C is warmer than -7°C.</p> <p>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. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than \$30.</p>	
6th Grade	
Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p>For example: Create a real world situation that involves comparing and ordering negative rational numbers.</p> <p>For example: Apply absolute value when using order of operations.</p>
Score 3.0	<p>Learning Intention: Students are learning to understand ordering and the absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^\circ \text{C} > -7^\circ \text{C}$ to express the fact that -3°C is warmer than -7°C.</p> <p>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. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than \$30.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can order a series of negative rational numbers by their orientation on a number line. • I can relate negative rational numbers to real world contexts. • I can explain how absolute value is related to the distance a rational number is from zero on a number line. • I can distinguish comparisons of absolute value from statements about order.
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • real number, integer, natural numbers, whole number, rational number, number line, inequality, negative number, positive number, compare, order, reflection, absolute value, distance, debt, greater than, less than



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	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• order a series of positive rational numbers by their orientation on a number line.• know what the greater than and less than symbols mean.• relate positive rational numbers to real world contexts.• determine how far a rational number is from zero on a number line.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content.