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| **6th Grade Math** |
| **Standard** | **3.0 Items** |
| 6.3(E) multiply and divide positive rational numbers fluentlyEmbedded:6.2(E) extend representations for division to include fraction notation such as a/b represents the same number as a ÷ b where b ≠ 06.3(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values6.3(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 | 6.3E/3.01. Find the product in simplest form.

 2$\frac{1}{3}∙$ $\frac{2}{7}$b) Find the product. 6.25 x 2.8c) Find the quotient in simplest form. 3$\frac{3}{4}÷\frac{3}{10}$d) Find the quotient. $\frac{104.1}{0.25}$  |
|  | **2.0 Items** |
| 6.3E/2.0Find the product of $\frac{4}{5}$ and $\frac{3}{2}$6.3E/2.0Create a model to show ($\frac{2}{3}$)($\frac{3}{5}$)6.3E/2.0 (6.3A)Rewrite the division problem using multiplication.$$\frac{5}{3}÷\frac{4}{5}$$6.3E/2.0 Find the value $\frac{3}{8}÷\frac{4}{5}$6.3E/2.0 (6.2E)Write $\frac{8}{5}$as a division problem.6.3E/2.0Find the product of 1.3 x 0.26.3E/2.0Find the value 1.25 $∙$76.3E/2.0Find the value 126(15)6.3E/2.0Find the decimal value $\frac{7}{5}$6.3E/2.0Solve 6.5 $÷$ 0.56.3E/2.0Find the value 7.8 $÷$ 56.3E/2.0Find the value 135 $÷$ 186.3E/2.0Solve $\frac{3402}{17}$ |
| **Standard** | **3.0 Items** |
| 6.4(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve moneyEmbedded:6.4(F) represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers 6.5(C) use equivalent fractions, decimals, and percents to show equal parts of the same whole | 1. The value of a pair of shoes rose 155%. Express 155% as a decimal and a fraction in simplest terms.

b) Jesse has completed $\frac{3}{8}$of his assignment. Express this value as a decimal and percent.c) Jon has 0.8 times as much money as his friend. Express this value as a percent and a fraction in simplest form. |
| **2.0 Items** |
| 6.4G/2.0If Amy saved 20% of the cost, what fraction of the cost did she save?6.4G/2.06.4G/2.0What is ⅔ as a percent?6.4G/2.0Write 36% as a decimal.6.4G/2.0Write a fraction to represent 56% in simplest form.6.4G/2.0What is 0.125 written as a percent?6.4G/2.0Write a decimal to represent the fraction $\frac{3}{5}$6.4G/2.0What fraction represents the value 0.64?6.4G/2.0 (6.4F)Which value is misrepresented on the number line?0110%0.5⅓ 6.4G/2.0 (6.5C)The shaded region in the image below represents ⅗. What percent of the image is shaded?6.4G/2.0Write 2$\frac{2}{3}$ as an improper fraction.6.4G/2.0Write $\frac{15}{6}$ as a mixed number.6.4G/2.0Reduce to simplest form: $\frac{9}{24}$ |
| **Standard** | **3.0 Items** |
| 6.2(E) extend representations for division to include fraction notation such as a/b represents the same number as a ÷ b where b ≠ 0 |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 6.3(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values  |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 6.3(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 |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 6.4(F) represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers  |  |
| **2.0 Items** |
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| **Standard** | **3.0 Items** |
| 6.5(C) use equivalent fractions, decimals, and percents to show equal parts of the same whole |  |
| **2.0 Items** |
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