Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was* 2:1, *because for every* 2 *wings there was* 1 *beak." "For every vote candidate A received, candidate C received nearly three votes."*	i) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.	2	No
6.RP.2	Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with *b≠0*, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of* 3 *cups of flour to* 4 *cups of sugar, so there is* 3/4 *cup of flour for each cup of sugar." "We paid* $75 *for* 15 *hamburgers, which is a rate of* $5 *per hamburger."*	i) Expectations for unit rates in this grade are limited to non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.	2	No
6.RP.3a	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. 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.	The testing interface can provide students with a calculation aid of the specified kind for these tasks. i) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.	2, 4, 5, 7, 8	Yes
6.RP.3b	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took* 7 *hours to mow* 4 *lawns, then at that rate, how many lawns could be mowed in* 35 *hours? At what rate were lawns being mowed?*	i) See ITN Appendix F, Table F.c, "Minimizing or avoiding common drawbacks of selected response," specifically, Illustration 1 (in contrast to the problem "A bird flew 20 miles in 100 minutes. At that speed, how long would it take the bird to fly 6 miles?") ii) The testing interface can provide students with a calculation aid of the specified kind for these tasks. iii) Expectations for unit rates in this grade are limited to non-complex fractions. (See footnote, CCSS p 42) iii) The initial numerator and denominator should be whole numbers.	2, 8, 5	Yes

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.RP.3c-1	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity).	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks. ii) Pool should contain tasks with and without contexts iii) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.	2, 7, 5, 8	Yes
6.RP.3c-2	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Solve problems involving finding the whole, given a part and the percent.	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks. ii) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.	2, 7 5, 8	Yes
6.RP.3d	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	i) Pool should contain tasks with and without contexts ii) Tasks require students to multiply and/or divide dimensioned quantities iii) 50% of tasks require students to correctly express the units of the result. The testing interface can provide students with a calculation aid of the specified kind for these tasks. iv) Expectations for ratios in this grade are limited to ratios of non-complex fractions. (See footnote, CCSS p 42.) The initial numerator and denominator should be whole numbers.	2, 6, 7, 5, 8	Yes
6.NS.1-2	Solve word problems involving division of fractions by fractions. *For example, "How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?"*	i) Only the answer is required; explanations and representations are not assessed here. ii) Note that the italicized examples correspond to three meanings/uses of division: (1) equal sharing; (2) measurement; (3) unknown factor. These meanings/uses of division should be sampled equally. iii) Tasks may involve fractions and mixed numbers but not decimals	4	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.NS.2	Fluently divide multi-digit number using the standard algorithm.	i) Tasks access fluency implicitly; simply in virtue of the fact that there are two substantial computations on the EOY (see also 6.NS.3-1, 6.NS.3-2, 6.NS.3-3, 6.NS.3-4). Tasks need not be timed. ii) The given dividend and divisor are such as to require an efficient/standard algorithm (e.g., $40584 \div 76$). Numbers in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as $40064 \div 16$). iii) Tasks do not have a context. iv) Only the answer is required. v) Tasks have five-digit dividends and two-digit divisors, with or without remainders.	-	No
6.NS.3-1	Fluently add multi-digit decimals using the standard algorithm.	i) Tasks do not have a context. ii) Only the sum is required. iii) Prompts do not include visual models. The answer sought is a number, not a picture. iv) The given addends are such as to require an efficient/standard algorithm (e.g., $72.63 + 4.875$). Addends in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as $16.999 + 3.501$). v) Each addend is greater than or equal to 0.001 and less than or equal to 99.999.	-	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.NS.3-2	Fluently subtract multi-digit decimals using the standard algorithm.	i) Tasks do not have a context. ii) Only the difference is required. iii) Prompts do not include visual models. The answer sought is a number, not a picture. iv) The given subtrahend and minuend are such as to require an efficient/standard algorithm (e.g., $177.3 - 72.635$). The subtrahend and minuend do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as $20.5 - 3.501$). v) The subtrahend and minuend are each greater than or equal to 0.001 and less than or equal to 99.999. Positive differences only. (Every included subtraction problem is an unknown-addend problem included in 6.NS.3-1.)	-	No
6.NS.3-3	Fluently multiply multi-digit decimals using the standard algorithm.	i) Tasks do not have a context. ii) Only the product is required. iii) Prompts do not include visual models. The answer sought is a number, not a picture. iv) The given factors are such as to require an efficient/standard algorithm (e.g., 72.3×4.87). Factors in the task do not suggest any obvious ad hoc or mental strategy. v) Problems are effectively 3-digit by 3-digit or 2-digit by 5-digit. (For example, 7.68×15.3 or 0.35×18.241 .)	-	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.NS.3-4	Fluently divide multi-digit decimals using the standard algorithm.	i) Tasks do not have a context. ii) Only the quotient is required. iii) Prompts do not include visual models. The answer sought is a number, not a picture. iv) The given dividend and divisor are such as to require an efficient/standard algorithm (e.g., $177.3 \div 0.36$). The dividend and divisor do not suggest any obvious ad hoc or mental strategy. v) Problems are effectively 4-digit divided by 2-digit or 3-digit $\div$ 3-digit. (For example, $14.28 \div 0.68$ or $2.394 \div 0.684$.) vi) Every quotient is a whole number or a decimal terminating at the tenths, hundredths, or thousandths place. Every included division problem is an unknown-factor problem included in 6.NS.3-3.	-	No
6.NS.4-1	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.	i) Tasks do not have a context. ii) Tasks require students to find the greatest common factor or the least common multiple only.	-	No
6.NS.4-2	Use the distributive property to express a sum of two whole numbers 1 – 100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express* $36 + 8$ *as* $4(9 + 2)$.	i) Tasks do not have a context.	7	No
6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperatures above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	i) Tasks do not require students to perform any computations. ii) Students may be asked to recognize the meaning of 0 in the situation, but will not be asked to explain.	2, 5	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.NS.6a	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	i) Tasks have "thin context" or no context.	8, 5	No
6.NS.6b-1	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.	i) Tasks have "thin context" or no context. ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, IV). iii) Coordinates are not limited to integers.	5	No
6.NS.6b-2	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	i) Tasks have "thin context" or no contest. ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, or IV). iii) Coordinates are not limited to integers.	5, 8	No
6.NS.6c-1	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram.	i) Tasks have "thin context" or no context. ii) Coordinates are not limited to integers.	5	No
6.NS.6c-2	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position pairs of integers and other rational numbers on a coordinate plane.	i) Tasks have "thin context" or no contest. ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, or IV). iii) Coordinates are not limited to integers.	5	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.NS.7a	Understand ordering and absolute value of rational numbers. 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.*	i) Tasks do not have a context. ii) Tasks are not limited to integers.	5, 2	No
6.NS.7b	Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write* $-3°C > -7°C$ *to express the fact that* $-3°C$ *is warmer than* $-7°C$.	i) Tasks are not limited to integers. ii) Tasks do not require students to explain.	2, 3, 5	No
6.NS.7c-1	Understanding ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line.	i) Tasks do not have a context. ii) Tasks are not limited to integers.	2, 5	No
6.NS.7c-2	Understand ordering and absolute value of rational numbers. c. 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.*	i) Tasks have a context. ii) Tasks are not limited to integers.	2	No
6.NS.7d	Understand ordering and absolute value of rational numbers. 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 dollars.*	i) Pool should contain tasks with and without contexts. ii) Tasks are not limited to integers. iii) Prompts do not present students with a number line diagram, but students may draw a number line diagram as a strategy.	2, 5	No
6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	i) Pool should contain tasks with and without contexts. ii) Finding distances is limited to points with integer coordinates.	1, 2, 5	No

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Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.EE.1-1	Write numerical expressions involving whole-number exponents.	i) Tasks involve expressing b-fold products $a \cdot a \cdot \ldots \cdot a$ in the form a^b, where a and b are non-zero whole numbers. ii) Tasks do not require use of the laws of exponents.	8	No
6.EE.1-2	Evaluate numerical expressions involving whole-number exponents.	i) Tasks may involve simple fractions raised to small whole-number powers, e.g., $\left(\frac{1}{2}\right)^3$, $\left(\frac{2}{3}\right)^2$. ii) Tasks may involve nonnegative decimals raised to whole-number powers. iii) The testing interface can provide students with a calculation aid of the specified kind for these tasks. iv) Tasks do not have a context.	8	Yes
6.EE.2a	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as* $5 - y$.	i) Tasks do not have a context. ii) Numerical values in these expressions may include whole numbers, fractions, and decimals. iii) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	8	Yes
6.EE.2b	Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expressions as a single entity. *For example, describe the expression* $2(8+7)$ *as a product of two factors; view* $(8+7)$ *as both a single entity and a sum of two terms.*	i) Tasks do not have a context. ii) Numerical values in these expressions may include whole numbers, fractions, and decimals. iii) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	7	Yes
6.EE.2c-1	Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions at specific values of their variables. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	i) Tasks do not have a context. ii) Numerical value in these expressions may include whole number, fractions, and decimals. iii) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	7	Yes

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.EE.2c-2	Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions that arise from formulas used in real-world problems at specific values of their variables. *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.*	i) Tasks are simple applications of formulas that are provided in the prompt. ii) Tasks do not require the student to manipulate the formula or isolate variables to solve an equation. iii) Tasks have "thin context" or no context. iv) Numerical values in these expressions may include whole numbers, fractions, and decimals. v) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	7	Yes
6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*	None	7	No
6.EE.5-1	Understand solving an equation as a process of answering a question: which values from a specified set, if any, make the equation true?	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	5, 6	Yes
6.EE.5-2	Use substitution to determine whether a given number in a specified set makes an inequality true.	i) 80% of tasks involve values from an infinite set of nonnegative numbers (e.g., even numbers; whole numbers; fractions). 20% of tasks involve values from a finite set of nonnegative numbers e.g., {2, 5, 7, 9}). ii) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	5, 6	Yes

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	i) Tasks may require students to write an expression to represent a real-world or mathematical problem. Tasks do not require students to find a solution. ii) Tasks may require students to interpret a variable as a specific unknown number, or, as a number that could represent any number in a specified set.	2, 6, 7	No
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are nonnegative rational numbers.	i) Problem situations are of "algebraic" type, not "arithmetic" type. See ITN Appendix F, Table F.d and the Progression for Expressions and Equations, pp. 3, 4. ii) 50% of tasks involve whole number values of p, q, and/or x; 50% of tasks involve fraction or decimal value of p, q, and/or x. Fractions and decimals should not appear in the same problem. (Cf. 7.EE.3) iii) A valid equation and the correct answer are both required for full credit. iv) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	1, 2, 6, 7	Yes
6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	i) Constraint values (denoted c in standard 6.EE.8) are not limited to integers.	2, 6, 7	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	2, 4, 6, 8	Yes
6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks. ii) A trapezoid is defined as "A quadrilateral with at least one pair of parallel sides."	1, 2, 5, 7	Yes
6.G.2-1	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.	i) Tasks do not have a context. ii) Tasks focus on the connection between packing the solid figure and computing the volume.	2	No
6.G.2-2	Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	i) Tasks focus using the formulas in problem-solving contexts. ii) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	1, 4, 5	Yes
6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	1, 5	Yes
6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	i) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	1, 4, 5	Yes

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Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*	None	-	No
6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	i) For example, tasks might present several distributions graphically and ask which two have nearly the same center, nearly the same spread, or nearly the same overall shape.	4	No
6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	i) For example, tasks might ask student to rate statements True/False/Not Enough Information, such as, "The average height of trees in Watson Park is 65 feet. Are there any trees in Watson Park taller than 65 feet?"	4	No
6.SP.4	Display numerical data and plots on a number line, including dot plots, histograms, and box plots.	i) Tasks are technology-enhanced to make creation of the plots as quick and effortless as possible; or tasks ask the student to identify which display corresponds to a given set of data. ii) Histograms should be continuous (bars must be touching); the data points are not part of one of the interval endpoints, for example, if intervals are 0-3, 3-6, 6-9 then none of the data points should be 0, 3, 6, 9.	2, 5	No

Evidence Statement Key	Evidence Statement Text	Clarifications	MP	Calculator
6.SP.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	i) Tasks provide students with a text-based and graphics-based overview of a numerical data set. This overview includes the necessary information for (a) and (b). Students must extract this information from the overview and enter or identify/select it as part of the task. ii) Tasks require students to choose a measure of center and a measure of variability; tasks are technology-enhanced to allow for rapid computation of the chosen measures. iii) With reference to the second clause in 6.SP.5c, tasks are technology-enhanced, e.g., to allow students to "tag" outliers, circle the bulk of the observations, etc. iv) With reference to 6.SP.6d, there is no wrong choice of measure of center – only a wrong interpretation of it. For example students can choose the mean even for a distribution with outliers. However, tasks require students to identify/select from unambiguously true or false statements such as, "About half of the values are greater than the average"; "If this point were deleted from the data set, the median would not change"; etc. v) The testing interface can provide students with a calculation aid of the specified kind for these tasks.	4	Yes
6.Int.1	Solve two-step word problems requiring operations on multi-digit whole numbers or decimals.	i) Operations are no more complex than those specified for 6.NS.2, 6.NS.3-1, 6.NS.3-2, 6.NS.3-3, and 6.NS.3-4.	1	No