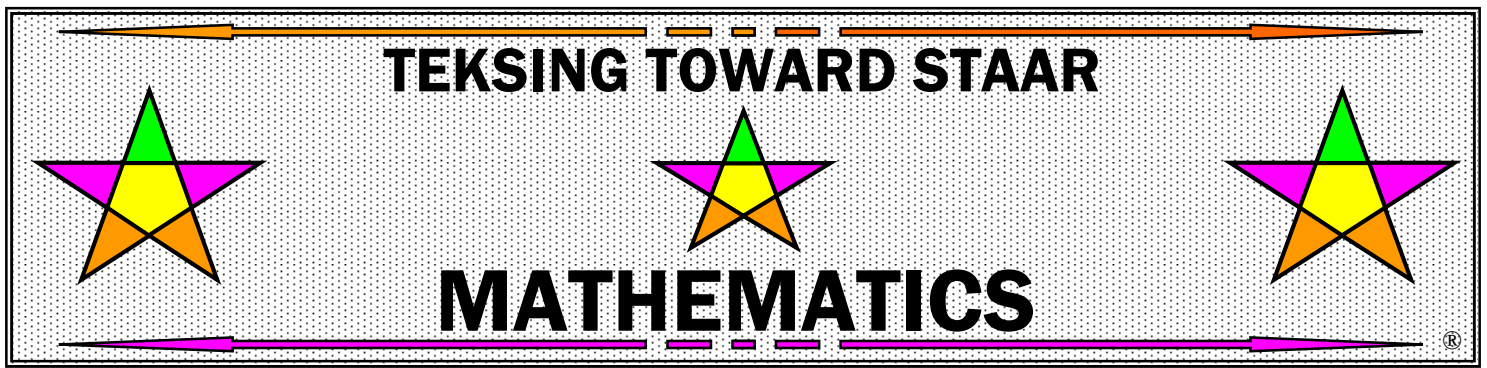




GRADE 6

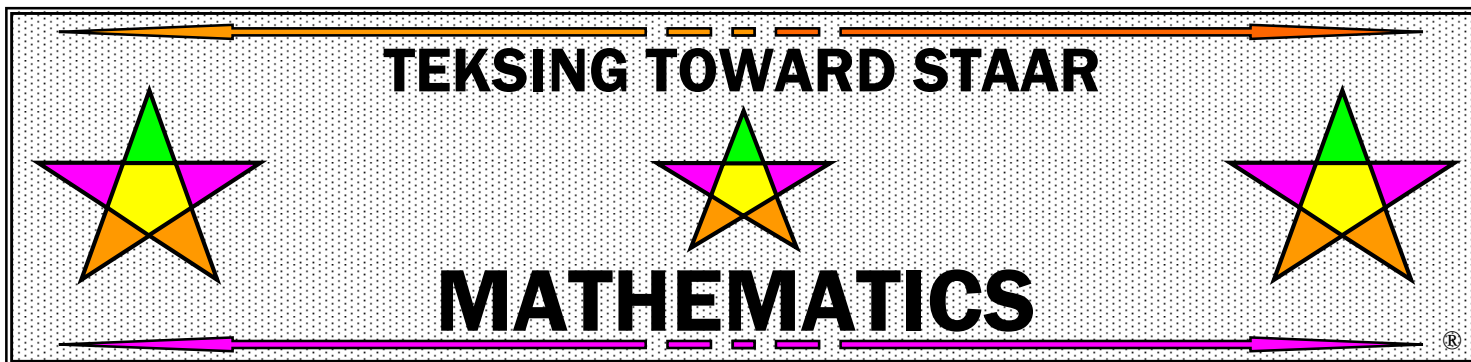
STAAR Format

Mini-Assessments

And

Periodic

Assessments



Overview

Grade 6 Mini-assessments and Periodic Assessments

MINI-ASSESSMENTS

The Mini-Assessments were created with all students in mind and provides teachers with 10 questions that address each TEKS in each STAAR REPORTING CATEGORY with focus on the Process Standard TEKS. Each Mini-Assessment is correlated to a specific Category and TEKS. These assessments should not be utilized until after all instruction has been completed for the TEKS addressed in the assessment.

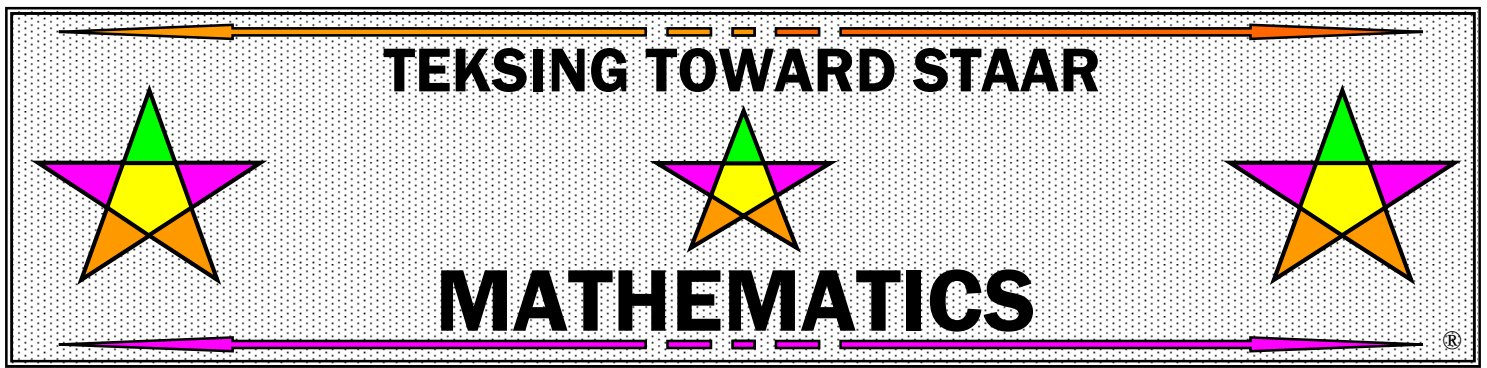
- The Mini-Assessment can be utilized at any time after instruction has occurred for the TEKS addressed in the assessment.
- Allow approximately 20 minutes for completion of each Mini-Assessment. The time may vary for some assessments.
- The Mini-Assessment should be completed by individual students, graded by the teacher and performance discussed by the teacher with individual students.
- Results can and should be recorded in the Class Profile to reflect the entire class performance and on the Student Profile for the student's performance.

PERIODIC ASSESSMENTS

The Periodic Assessments were created with all students in mind and provides teachers with 20 questions that periodically assess multi-TEKS. Each question is correlated to a specific Category and TEKS. These assessments should not be utilized until after all instruction has been completed for all TEKS addressed in the assessment.

- The Periodic Assessment can be utilized at any time after instruction has occurred for all the TEKS addressed in the assessment.
- Allow approximately 40 minutes for completion of each Periodic Assessment. The time may vary for some assessments.
- The Mini-Assessment should be completed by individual students, graded by the teacher and performance discussed by the teacher with individual students.
- Results can and should be recorded in the Class Profile to reflect the entire class performance and on the Student Profile for the student's performance.

An answer key is provided for the Mini-Assessments and Periodic Assessments. Teachers should consider creating a personal Solution Manual to become more familiar with the Revised TEKS and assessment of the Revised TEKS, as well as formulate various solution strategies for each question. Teachers are encouraged to communicate with the author regarding discussion of any question in this document.



GRADE 6

STAAR Format

Mini-Assessments

Organized by
TEKS Categories

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
Table of Contents**

Mathematical Process Standards

These student expectations will not be listed separately. They will be incorporated into assessments for TEKS in other categories since the application of mathematical process standards is part of each knowledge statement for all other TEKS.

6.(1) Mathematical Process Standards

The student uses mathematical processes to acquire and demonstrate mathematical understanding.

TEKS	STUDENT EXPECTATION
6.1(A)	apply mathematics to problems arising in everyday life, society, and the workplace
6.1(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
6.1(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
6.1(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
6.1(E)	create and use representations to organize, record, and communicate mathematical ideas
6.1(F)	analyze mathematical relationships to connect and communicate mathematical ideas
6.1(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
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Number and Operations

6.(2) Number and Operations

The student applies mathematical process standards to represent and use rational numbers in a variety of forms.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.2(A)	classify whole numbers, integers, and rational numbers using a visual representation such as a Venn diagram to describe relationships between sets of numbers
Supporting	6.2(B)	identify a number, its opposite, and its absolute value
Supporting	6.2(C)	locate, compare, and order integers and rational numbers using a number line
Readiness	6.2(D)	order a set of rational numbers arising from mathematical and real-world contexts
Supporting	6.2(E)	extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$

6.(3) Number and Operations

The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.3(A)	recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values.
Supporting	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
Supporting	6.3(C)	represent integer operations with concrete models and connect the actions with the models to standardized algorithms
Readiness	6.3(D)	add, subtract, multiply, and divide integers fluently
Readiness	6.3(E)	multiply and divide positive rational numbers fluently

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
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Proportionality

6.(4) Proportionality

The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.4(A)	compare two rules verbally, numerically, graphically, and symbolically in the form of $y = ax$ or $y = x + a$ in order to differentiate between additive and multiplicative relationships
Readiness	6.4(B)	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates
Supporting	6.4(C)	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute.
Supporting	6.4(D)	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients
Readiness	6.4(E)	represent ratios and percents with concrete models, fractions, and decimals.
Supporting	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
Readiness	6.4(G)	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money
Readiness	6.4(H)	convert units within a measurement system, including the use of proportions and unit rates

Proportionality

6.(5) Proportionality

The student applies mathematical process standards to solve problems involving proportional relationships.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.5(A)	represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions
Readiness	6.5(B)	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models
Supporting	6.5(C)	use equivalent fractions, decimals, and percents to show equal parts of the same whole

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
Table of Contents**

Expressions, Equations, and Relationships

6.(6) Expressions, Equations, and Relationships

The student applies mathematical process standards to use multiple representations to describe algebraic relationships.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.6(A)	identify independent and dependent quantities from tables and graphs
Supporting	6.6(B)	write an equation that represents the relationship between independent and dependent quantities from a table
Readiness	6.6(C)	represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$

Expressions, Equations, and Relationships

6.(7) Expressions, Equations, and Relationships

The student applies mathematical process standards to develop concepts of expressions and equations.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.7(A)	generate equivalent numerical expressions using order of operations, including whole number exponents and prime factorization
Readiness	6.7(B)	distinguish between expressions and equations verbally, numerically, and algebraically
Supporting	6.7(C)	determine if two expressions are equivalent using concrete models, pictorial models, and algebraic representations
Supporting	6.7(D)	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties

Expressions, Equations, and Relationships

6.(8) Expressions, Equations, and Relationships

The student applies mathematical process standards to use geometry to represent relationships and solve problems.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.8(A)	extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle
Supporting	6.8(B)	model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes
Supporting	6.8(C)	write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers
Readiness	6.8(D)	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
Table of Contents**

Expressions, Equations, and Relationships

6.(9) Expressions, Equations, and Relationships

The student applies mathematical process standards to use equations and inequalities to represent situations.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.9(A)	write one-variable, one-step equations and inequalities to represent constraints or conditions within the problem
Supporting	6.9(B)	represent solutions for one-variable, one-step equations and inequalities on number lines
Supporting	6.9(C)	write corresponding real-world problems given one-variable, one-step equations or inequalities

Expressions, Equations, and Relationships

6.(10) Expressions, Equations, and Relationships

The student applies mathematical process standards to use equations and inequalities to solve problems.

STAAR Standard	TEKS	STUDENT EXPECTATION
Readiness	6.10(A)	model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts
Supporting	6.10(B)	determine if the given value(s) make(s) one-variable, one-step equations or inequalities true

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
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Measurement and Data

6.(11) Measurement and Data

The student applies mathematical process standards to use coordinate geometry to identify locations on a plane.

STAAR Standard	TEKS	STUDENT EXPECTATION
Readiness	6.11(A)	Graph points in all four quadrants using ordered pairs of rational numbers

Measurement and Data

6.(12) Measurement and Data

The student applies mathematical process standards to use numerical or graphical representations to analyze problems.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.12(A)	represent numeric data graphically, including dot plots, stem-and-leaf plots, histograms, and box plots
Supporting	6.12(B)	use the graphical representation of numeric data to describe the center, spread and the shape of the data distribution
Readiness	6.12(C)	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread) and use these summaries to describe the center, spread, and shape of data distribution
Readiness	6.12(D)	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution

Measurement and Data

6.(13) Measurement and Data

The student applies mathematical process standards to use numerical or graphical representations to solve problems.

STAAR Standard	TEKS	STUDENT EXPECTATION
Readiness	6.13(A)	interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms and box plots
Supporting	6.13(B)	distinguish between situations that yield data with and without variability

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS
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Personal Financial Literacy

6.(14) Personal Financial Literacy

The student applies mathematical processes standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.

STAAR Standard	TEKS	STUDENT EXPECTATION
Supporting	6.14(A)	compare the features and costs of a checking account and a debit card offered by different local financial institutions
Supporting	6.14 (B)	distinguish between debit cards and credit cards
Supporting	6.14 (C)	balance a check register that includes deposits, withdrawals, and transfers
Not Tested	6.14 (D)	explain why it is important to establish a positive credit history
Supporting	6.14 (E)	describe the information in a credit report and how long it is retained
Supporting	6.14 (F)	describe the value of credit reports to borrowers and to lenders
Supporting	6.14 (G)	explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study
Supporting	6.14 (H)	compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS ANSWER KEY**

NUMBER AND OPERATIONS										
TEKS Assessed	Question Number									
	1	2	3	4	5	6	7	8	9	10
6.2A MA 1 Supporting	C	H	A	J	A	J	C	H	C	J
6.2A MA 2 Supporting	D	H	C	F	C	G	C	F	A	G
6.2B MA 1 Supporting	B	H	C	H	B	H	A	G	A	H
6.2B MA 2 Supporting	A	H	B	F	B	-45	D	F	C	J
6.2C MA 1 Supporting	D	J	C	F	A	H	D	H	A	G
6.2C MA 2 Supporting	A	H	D	J	D	H	B	H	D	H
6.2D MA 1 Readiness	D	J	C	H	C	H	C	J	B	H
6.2D MA 2 Readiness	C	G	D	G	B	H	C	H	D	G
6.2E MA 1 Supporting	C	F	D	H	B	H	B	J	D	J
6.2E MA 2 Supporting	C	H	C	F	C	F	B	J	C	H
6.3A MA 1 Supporting	B	F	A	G	B	J	C	G	D	H
6.3A MA 2 Supporting	C	H	A	J	D	J	A	F	D	J
6.3B MA 1 Supporting	A	G	A	H	B	F	B	F	A	G
6.3B MA 2 Supporting	C	F	B	G	A	H	D	H	D	H
6.3C MA 1 Supporting	C	F	A	G	B	J	C	J	B	H
6.3C MA 2 Supporting	C	J	D	G	C	G	D	J	A	J
6.3D MA 1 Readiness	-8	H	A	J	B	541	B	J	D	F
6.3D MA 2 Readiness	-84	G	D	F	D	-15	A	G	B	J
6.3E MA 1 Readiness	15	H	C	165.75	A	36.55	A	J	D	H
6.3E MA 2 Readiness	C	24.80	D	H	B	2.5	B	J	D	J

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS ANSWER KEY**

PROPORTIONALITY										
TEKS Assessed	Question Number									
	1	2	3	4	5	6	7	8	9	10
6.4A MA 1 Supporting	A	H	D	F	A	G	C	G	B	H
6.4A MA 2 Supporting	B	G	A	F	D	H	C	H	D	F
6.4B MA 1 Readiness	C	H	D	G	B	H	D	J	A	H
6.4B MA 2 Readiness	B	J	B	G	B	J	B	J	42	J
6.4C MA 1 Supporting	D	F	B	H	A	F	D	F	C	H
6.4C MA 2 Supporting	C	H	C	G	A	G	B	J	A	H
6.4D MA 1 Supporting	A	F	D	F	3.58	J	D	G	D	G
6.4D MA 2 Supporting	C	F	B	J	B	H	B	H	C	G
6.4E MA 1 Supporting	B	J	C	G	C	H	B	H	B	J
6.4E MA 2 Supporting	A	J	A	G	B	H	D	J	B	F
6.4F MA 1 Supporting	A	F	C	H	C	H	A	H	A	H
6.4F MA 2 Supporting	C	J	A	G	C	H	D	H	C	G
6.4G MA 1 Readiness	B	H	D	J	C	G	0.24	G	C	H
6.4G MA 2 Readiness	A	J	D	F	C	G	0.2	H	B	G
6.4H MA 1 Readiness	A	J	B	474	978	J	A	H	A	J
6.4H MA 2 Readiness	B	H	D	134	28	F	C	F	C	F
6.5A MA 1 Supporting	C	F	C	G	3	G	D	156	C	H
6.5A MA 2 Supporting	A	H	D	H	1.56	G	D	H	4.5	H
6.5B MA 1 Readiness	A	H	C	B	6	J	D	80	C	G
6.5B MA 2 Readiness	C	F	B	J	150	G	B	G	C	G
6.5C MA 1 Supporting	D	H	B	G	C	G	C	H	B	H
6.5C MA 2 Supporting	D	F	C	H	D	F	D	J	C	H

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS ANSWER KEY**

EXPRESSIONS, EQUATIONS, AND RELATIONSHIPS										
TEKS Assessed	Question Number									
	1	2	3	4	5	6	7	8	9	10
6.6A MA 1 Supporting	A	F	C	H	A	F	A	H	C	G
6.6A MA 2 Supporting	A	F	C	G	B	H	B	G	B	F
6.6B MA 1 Supporting	C	G	A	F	B	G	B	J	D	H
6.6B MA 2 Supporting	D	H	B	F	D	H	D	J	D	H
6.6C MA 1 Readiness	D	G	A	H	A	H	B	G	B	J
6.6C MA 2 Readiness	D	J	C	J	C	F	C	J	A	J
6.7A MA 1 Readiness	D	J	B	F	A	H	A	F	A	H
6.7A MA 2 Readiness	C	F	D	F	A	G	B	H	D	H
6.7B MA 1 Supporting	C	G	D	G	C	G	D	G	B	G
6.7B MA 2 Supporting	B	G	B	H	D	H	C	H	C	G
6.7C MA 1 Supporting	C	G	A	G	A	F	C	G	B	H
6.7C MA 2 Supporting	C	G	B	H	C	F	B	F	C	H
6.7D MA 1 Readiness	C	F	C	G	C	G	C	J	B	G
6.7D MA 2 Readiness	B	H	A	J	B	J	D	H	A	H
6.8A MA 1 Supporting	C	H	D	F	B	G	D	F	C	H
6.8A MA 2 Supporting	C	H	B	F	C	70	C	J	B	F
6.8B MA 1 Supporting	D	H	D	J	B	G	B	14	A	H
6.8B MA 2 Supporting	C	G	C	J	B	J	264	18	C	J
6.8C MA 1 Supporting	A	G	D	J	B	H	A	G	C	F
6.8C MA 2 Supporting	B	G	A	G	C	G	B	F	B	F
6.8D MA 1 Readiness	A	H	C	24	C	J	B	H	B	J
6.8D MA 2 Readiness	B	H	C	375	D	G	B	J	4	H

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS ANSWER KEY**

EXPRESSIONS, EQUATIONS, AND RELATIONSHIPS

TEKS Assessed	Question Number									
	1	2	3	4	5	6	7	8	9	10
6.9A MA 1 Supporting	C	J	B	J	D	F	A	G	B	J
6.9A MA 2 Supporting	A	G	A	J	B	H	B	F	C	G
6.9B MA 1 Supporting	C	J	B	H	B	F	A	H	D	J
6.9B MA 2 Supporting	A	H	B	H	B	F	B	H	C	F
6.9C MA 1 Supporting	C	F	A	G	C	G	A	H	B	H
6.9C MA 2 Supporting	A	G	B	G	B	F	C	J	D	J
6.10A MA 1 Readiness	C	H	C	J	13	96	A	H	D	G
6.10A MA 2 Readiness	B	J	A	H	4	9	C	F	D	F
6.10B MA 1 Supporting	D	H	B	G	C	H	C	F	D	J
6.10B MA 2 Supporting	C	H	C	H	D	G	B	J	A	G

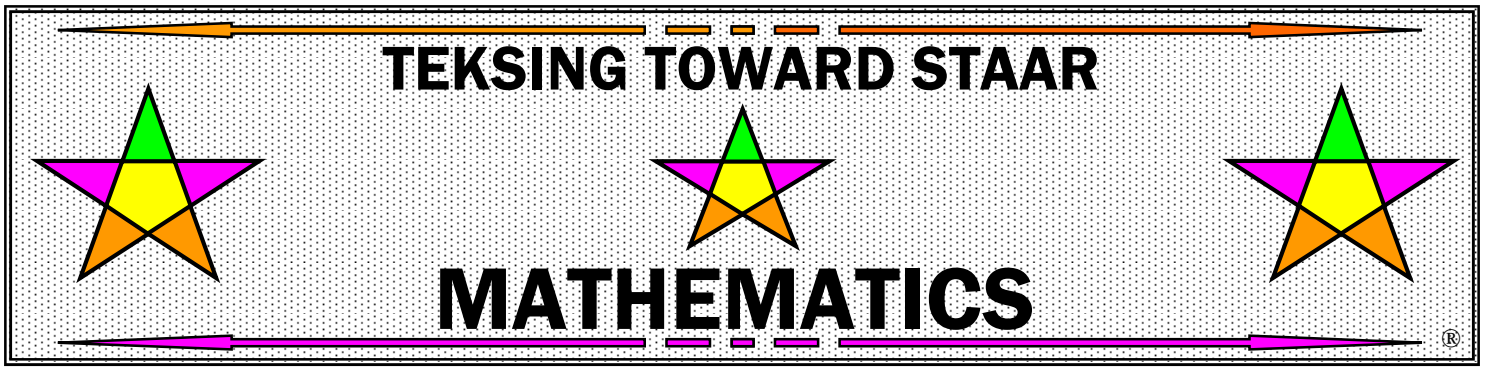
**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS ANSWER KEY**

MEASUREMENT AND DATA										
TEKS Assessed	Question Number									
	1	2	3	4	5	6	7	8	9	10
6.11A MA 1 Readiness	A	H	C	H	B	J	A	G	C	H
6.11A MA 2 Readiness	D	J	C	G	B	G	A	H	G	J
6.12A MA 1 Supporting	C	H	B	F	C	G	D	F	D	F
6.12A MA 2 Supporting	A	G	A	G	C	H	D	F	B	J
6.12B MA 1 Supporting	B	H	D	J	B	J	B	F	D	G
6.12B MA 2 Supporting	C	J	B	H	C	J	B	J	D	J
6.12C MA 1 Readiness	B	H	5.5	G	C	F	B	H	A	G
6.12C MA 2 Readiness	C	G	6	J	D	G	B	H	C	G
6.12D MA 1 Readiness	C	J	A	H	C	G	A	F	B	8
6.12D MA 2 Readiness	D	G	A	H	C	H	C	G	D	30
6.13A MA 1 Readiness	D	G	D	H	C	H	B	H	D	F
6.13A MA 2 Readiness	D	G	C	H	B	F	C	H	D	G
6.13B MA 1 Supporting	C	F	A	F	A	F	C	J	B	F
6.13B MA 2 Supporting	A	H	A	H	D	G	B	J	B	G

**TEKSING TOWARD STAAR
GRADE 6 MINI-ASSESSMENTS ANSWER KEY**

PERSONAL FINANCIAL LITERACY

TEKS Assessed	Question Number									
	1	2	3	4	5	6	7	8	9	10
6.14A MA 1 Supporting	D	G	B	17.50	17.60	G	A	F	B	16.40
6.14B MA 1 Supporting	D	H	A	J	C	J	B	H	D	J
6.14C MA 1 Supporting	C	H	B	4756	C	G	B	J	D	H
6.14E MA 1 Supporting	D	J	A	H	D	J	D	F	D	G
6.14F MA 1 Supporting	C	J	B	H	B	F	C	J	D	J
6.14G MA 1 Supporting	B	F	C	H	C	H	A	J	B	J
6.14H MA 1 Supporting	B	G	B	H	D	J	B	G	C	F

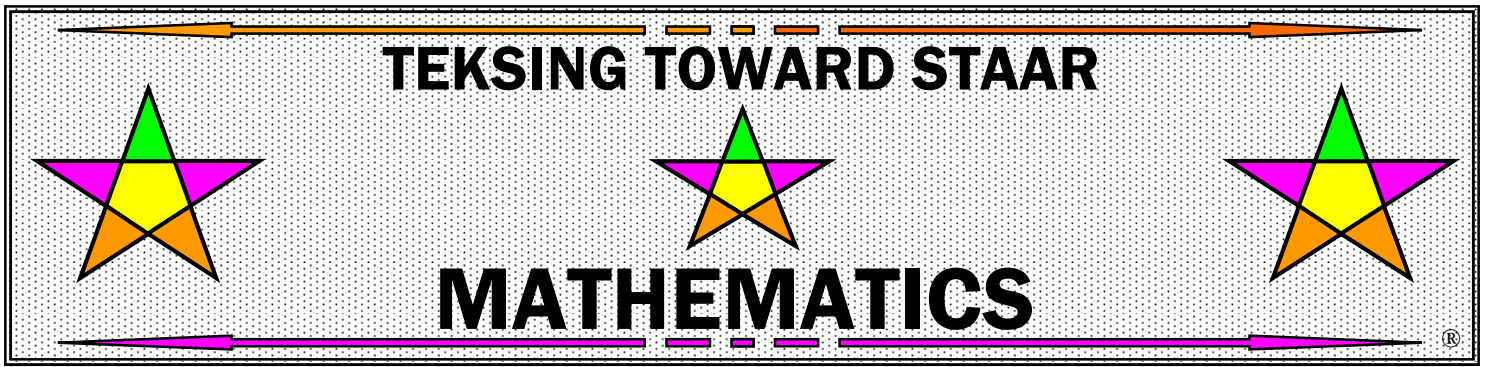


GRADE 6

Mini-Assessments STAAR Format TEKS Categories

TEKS CATEGORY 1

Numbers and Operations



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 1

6.2A

6.2A Mini-Assessment 1

1. Which number does NOT represent a whole number?

- A** 8
 - B** 12
 - C** -10
 - D** $\frac{15}{3}$
-

2. Which describes a rational number?

- F** Any number found on a number line
 - G** All numbers greater than 0
 - H** Any number that can be expressed as the ratio of two integers where the denominator is not 0
 - J** Any decimal number
-

3. Marian was asked to create a set of numbers so that 2 were integers that were not whole numbers, 2 were rational numbers that were not integers and 2 were whole numbers. Which of the following sets would satisfy the criteria for Marian's set?

- A** $\left\{11, 6, -3, -4, 1.5, \frac{5}{12}\right\}$
 - B** $\left\{9, 100, 1.11, 12, -6, \frac{20}{3}\right\}$
 - C** $\left\{5, 3, -8, -14, 3.5, \frac{24}{12}\right\}$
 - D** $\left\{20, 12.5, 9, -14, 28, 4\frac{1}{2}\right\}$
-

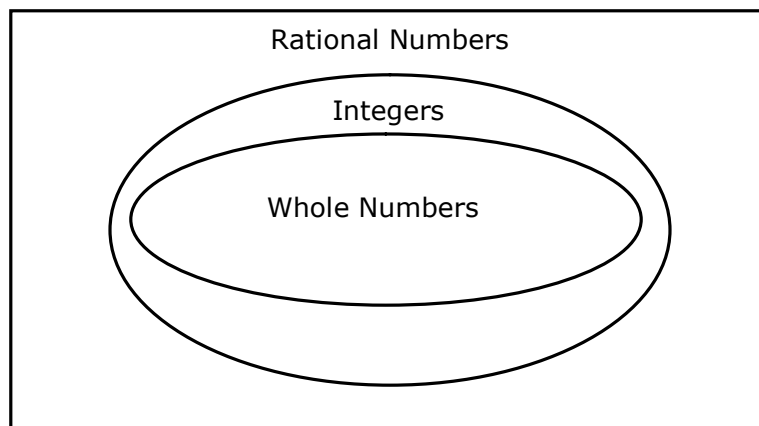
4. Which statement is NOT true about integers?

- F** All integers are rational numbers.
- G** If two integers are added, the sum is always an integer.
- H** If two integers are subtracted, the difference is always an integer.
- J** If two integers are divided, the quotient is always an integer.

5. Which statement is NOT true?

- A** – 13 is a whole number and an integer.
- B** – 13 is an integer and a rational number.
- C** – 13 is a rational number but is not a whole number.
- D** – 13 is not a whole number.

6. This Venn diagram shows the relationship of the rational numbers.



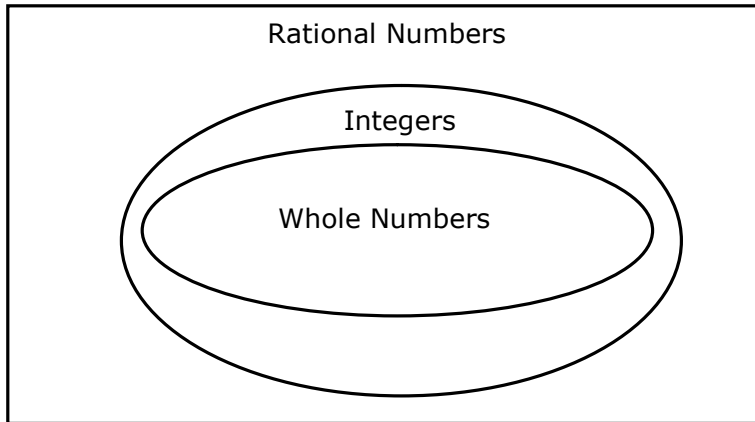
Which of the following is a rational number but NOT an integer?

- F** 6
- G** –3
- H** $\frac{14}{2}$
- J** 32.5

7. Which number does NOT represent an integer?

- A** – 13
- B** 8
- C** – 13.5
- D** 10

8. To which set or sets of numbers does the number -5 belong?



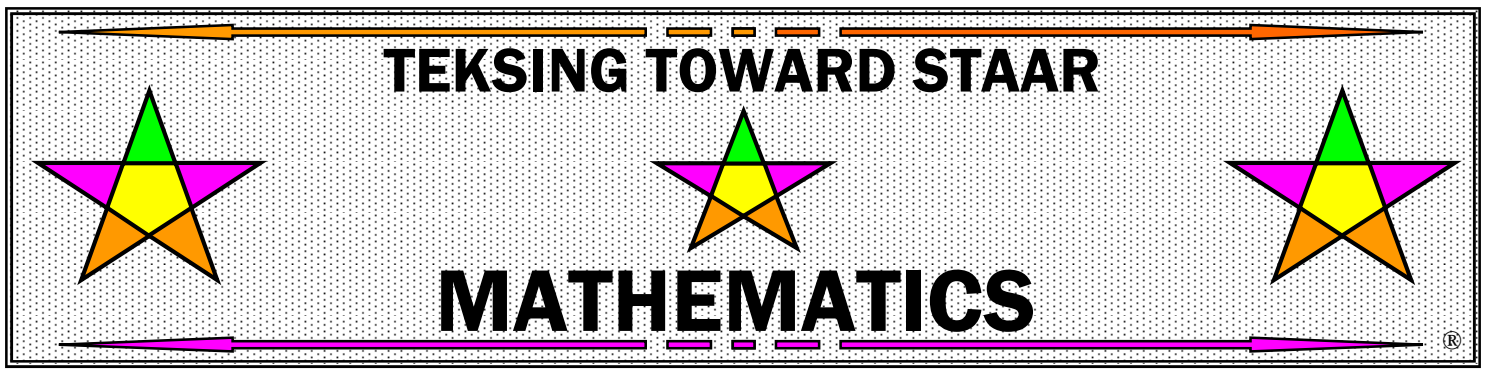
- F** rational numbers only
 - G** rational numbers, integers, and whole numbers
 - H** rational numbers and integers only
 - J** whole numbers only
-

9. Which of the following represents a rational number that is NOT an integer?

- A** $-10 \div 2$
 - B** 6
 - C** $-16 \div 3$
 - D** 10
-

10. Which statement is true about rational numbers?

- F** All rational numbers are integers.
- G** 0 is not a rational number.
- H** All rational numbers are whole numbers.
- J** The opposite of a rational number is also a rational number.



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 1

6.3E

6.3E Mini-Assessment 1

1. What is the value of $3\frac{3}{4} \div \frac{1}{4}$?

Record your answer on the grid below. Be sure to use the correct place value.

					.		
$\oplus$	0	0	0	0		0	0
$\ominus$	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

2. A rectangle has an area of 172.8 square centimeters. The width of the rectangle is 12.8 centimeters. What is the length of the rectangle?

- F** 14 centimeters
G 12.5 centimeters
H 13.5 centimeters
J 15.5 centimeters

3. What is the value of $\frac{3}{8} \times \frac{16}{33}$?

- A** $\frac{3}{11}$
B $\frac{99}{128}$
C $\frac{2}{11}$
D $\frac{6}{11}$

4. Marty worked 19.5 hours last week. He earns \$8.50 per hour. What were Marty's earnings last week?
Record your answer on the grid below. Be sure to use the correct place value.

					.		
+	0	0	0	0		0	0
-	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

5. Barney has a piece of rope that is 12.5 feet long. He is cutting the rope into pieces that are 1.25 feet long. How many of the shorter pieces will he have?

- A** 10
B 12
C 14
D 16

6. A rectangular flower garden is 4.25 feet wide and 8.6 feet long. What is the area of the garden in square feet?

Record your answer on the grid below. Be sure to use the correct place value.

					.		
+	0	0	0	0		0	0
-	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

7. A jar of marbles contains 120 marbles. A larger jar of marbles contains $1\frac{5}{6}$ times as many marbles. How many marbles are in the larger jar?

A 220
B 180
C 240
D 200

8. Two bicycle trails were developed in a new housing development. One trail is $3\frac{1}{2}$ miles long. The other trail is $\frac{3}{4}$ as long. How long is the second trail?

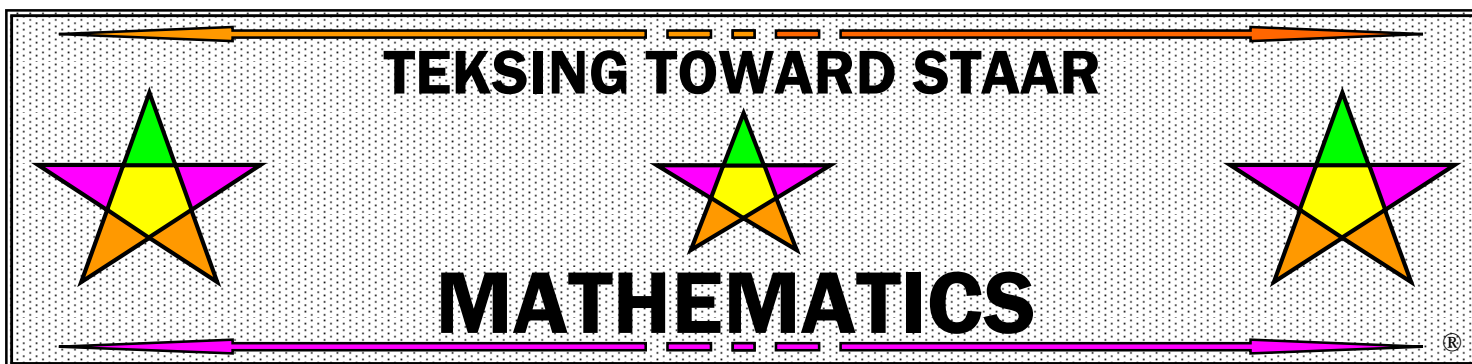
F $2\frac{3}{4}$ miles
G $2\frac{7}{8}$ miles
H $2\frac{1}{4}$ miles
J $2\frac{5}{8}$ miles

9. What is the area of a piece of paper that is 8.5 inches wide and 12 inches long?

A 112 square inches
B 98 square inches
C 105 square inches
D 102 square inches

10. Joanie weighs 102 pounds. Her father weighs 2.2 times as much as Joanie. How much does her father weigh?

F 220 pounds
G 216.4 pounds
H 224.4 pounds
J 232.4 pounds



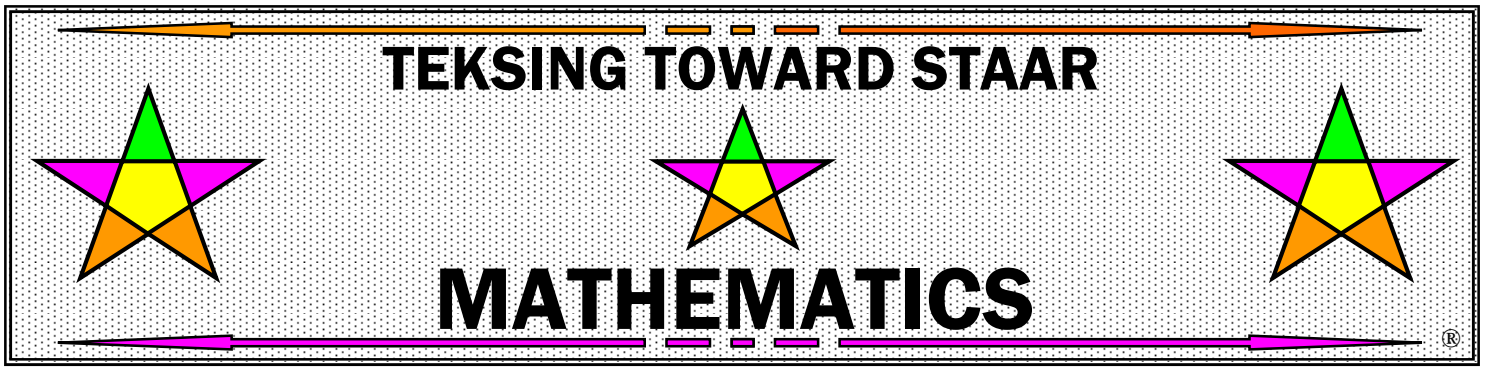
GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 2

Proportionality



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 2

6.4B

6.4B Mini-Assessment 1

1. The ratios below show the ratios of red marbles to blue marbles in 4 jars.

Jar 1 – 3 : 2

Jar 2 – 4 : 3

Jar 3 – 5 : 4

Jar 4 – 7 : 6

Which jar could contain 15 red marbles and 12 blue marbles?

A Jar 1**C** Jar 3**B** Jar 2**D** Jar 4

2. Look at the table of costs for different size bottles of salad dressing.

Salad Dressing				
Size	12 oz	16 oz	28 oz	30 oz
Cost	\$1.20	\$1.79	\$2.70	\$3.00

Which size has the least cost per ounce?

F 12 oz**G** 16 oz**H** 28 oz**J** 30 oz

3. Look at the tables of values below.

x	2	1	3	6
y	8	4	12	24

Which set of values do NOT belong to this table?

A

x	5	9
y	20	36

C

x	2.5	8
y	10	32

B

x	10	11
y	40	44

D

x	3.5	7
y	13	28

4. The ratio of boys to girls in the school band is 4:3. If there are 16 boys, how many girls are in the band?

F 10
G 12
H 16
J Not Here

5. If the ratio of the number of small dogs to the number of large dogs at the animal shelter is 9 to 5, which of the following is the possible number of small dogs and large dogs at the animal shelter?

A 10 small dogs, 18 large dogs
B 18 small dogs, 10 large dogs
C 15 small dogs, 32 large dogs
D 32 small dogs, 15 large dogs

6. A rectangle is made up of green and red tiles. The ratio of green tiles to red tiles is 3:4. Which of the following could be the number of green tiles in the rectangle?

F 10
G 16
H 24
J 65

7. A set of 6 number cards contains the numbers 2, 5, 7, 8, 9, and 11. Which ratio is less than the ratio of odd number cards to total cards in the set?

A $\frac{2}{3}$
B $\frac{7}{8}$
C $\frac{7}{9}$
D $\frac{3}{5}$

8. The table below shows the number of girls and the number of boys in 4 sixth grade homerooms at Edison Middle School.

Homeroom	Girls	Boys
1	10	14
2	8	12
3	11	14
4	10	16

Which homeroom has the smallest ratio of girls to boys?

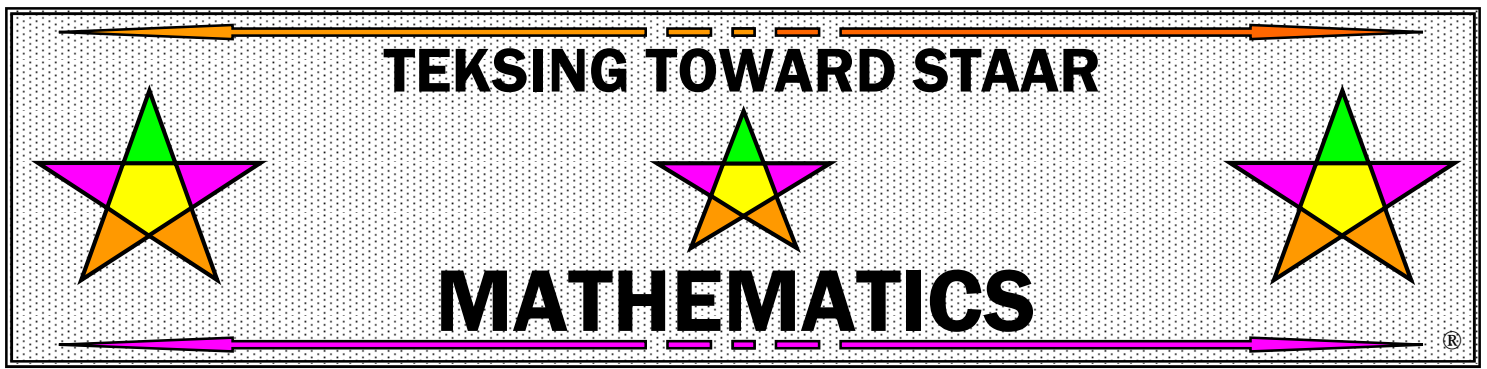
- F** Homeroom 1
- G** Homeroom 2
- H** Homeroom 3
- J** Homeroom 4

-
9. David rode his bicycle for 6 hours and he jogged for 8 hours during the past 2 weeks. If he continues bicycling and jogging at the same rate, how many hours will he ride his bicycle and jog in 24 weeks?

- A** 168 hours
- B** 336 hours
- C** 192 hours
- D** 14 hours

-
10. Stu bought a bag of lollipops. It contained 30 lollipops and 6 of them were grape flavored. Which is the best prediction of the number of grape lollipops there would be in a bag of 100 lollipops?

- F** 22
- G** 24
- H** 20
- J** 26



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 2

6.4G

6.4G Mini-Assessment 1

1. How is $1\frac{2}{5}$ expressed as a percent?

- A** 1.4 %
- B** 140%
- C** 0.4 %
- D** $100\frac{2}{5}$ %

2. Joel bought a new baseball glove for \$24.00. He received a discount of 20% off the original price. Which fraction or decimal is equivalent to 20%?

- F** $\frac{2}{5}$
- G** $\frac{1}{20}$
- H** 0.2
- J** 2.0

3. Which pair of numbers are equivalent?

- A** 0.75 and $\frac{75}{10}$
- B** 0.8 and 8%
- C** 0.4 and $\frac{1}{4}$
- D** 0.03 and 3%

4. Three students wrote a relationship between decimal, fraction, or percents.

Maxie wrote $75\% = \frac{3}{5}$

Bernice wrote $0.05 = 50\%$

Lee Ann wrote $\frac{3}{8} = 0.375$

Which students wrote a correct equation?

- F** All of the above
- G** None of the above
- H** Maxie and Lee Ann only
- J** Lee Ann only

5. Which of the following is NOT equivalent to 0.45?

A $\frac{45}{100}$

B 45 %

C $\frac{11}{20}$

D $\frac{18}{40}$

6. Which pair of numbers is equivalent?

F 0.16, $\frac{1}{6}$

G 0.07, 7%

H $\frac{4}{10}$, 0.04

J $\frac{9}{10}$, 9%

7. Mel asked 50 students in her school which fruit they prefer. The table below shows the results of her survey.

Fruit Survey

Type of Fruit	Number of Students
Apples	13
Bananas	25
Oranges	12

What decimal represents the fraction of students who prefer oranges?

Record your answer on the grid below. Be sure to use the correct place value.

					.		
$\oplus$	0	0	0	0		0	0
$\ominus$	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

8. Which of the following statements is NOT true?

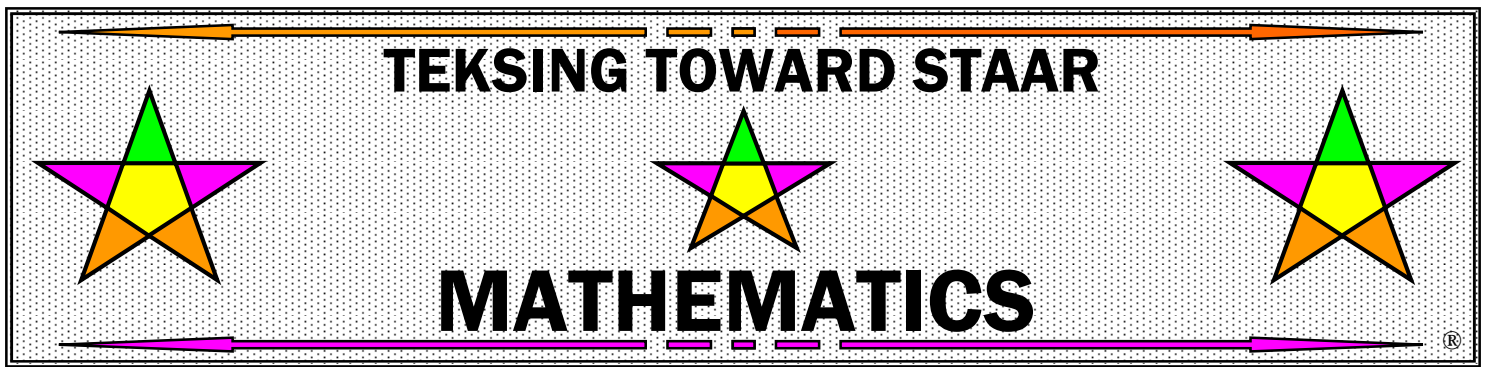
- F** A dime is 10% of \$1.
 - G** A dime is 2% of \$2.
 - H** A penny is 1% of \$1.
 - J** A nickel is 5% of \$1.
-

9. Benjamin has 3 dimes and 4 nickels. What percent of a dollar does he have?

- A** 15%
 - B** 7%
 - C** 50%
 - D** 45%
-

10. Ms. Macias had 9 apples in her fruit bowl. She used 6 of the apples to bake a pie. What percent of her apples did she use for the pie?

- F** 55%
- G** 65%
- H** $66\frac{2}{3}\%$
- J** 15%



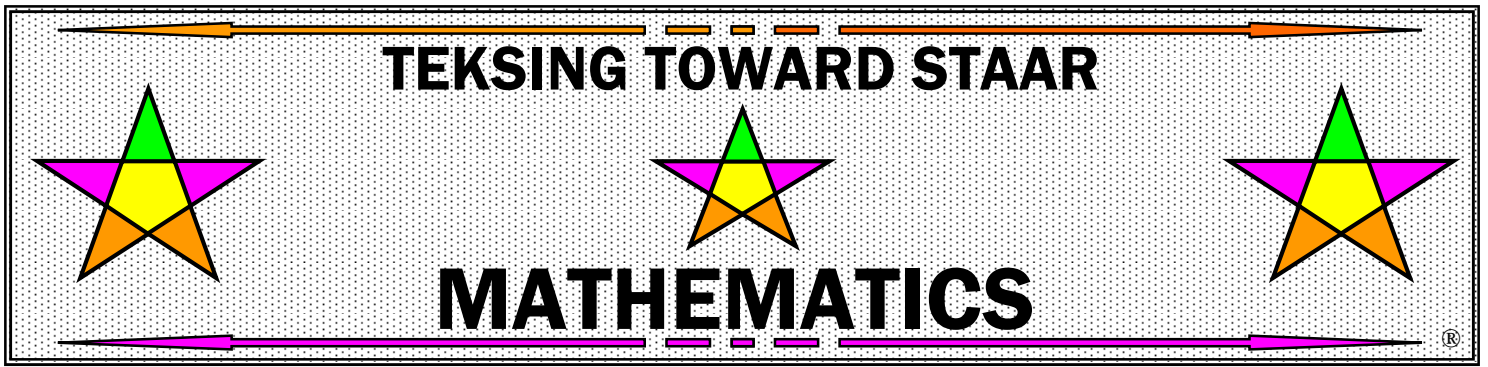
GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 3

Expressions, Equations, and Relationships



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 3

6.7B

6.7B Mini-Assessment 1

1. Which of the following represents an equation?

- A** $x + 2$
- B** $4x - 5$
- C** $\frac{x+3}{2} = 6$
- D** $5x + 3$

2. Which of the following represents an expression?

- F** $\frac{x+3}{2} = 1$
- G** $2x + 4$
- H** $3x - 4 = 9$
- J** $2 = x - 5$

3. Which of the following represents an equation?

- A** $2x - 1$
- B** $\frac{x-5}{2} - 8$
- C** $\frac{x+3}{2} + \frac{x-1}{3}$
- D** $x + 3 = -2$

4. Which of the following represents an expression?

- F** $5x + 3 = 28$
- G** $x - 3x + 4$
- H** $3x - 4 = 8$
- J** $12 = x - 5$

5. Annie's task was to list 4 things she knew to be true about expressions or equations. The list she made was:
- Expressions have equal signs.
 - Expressions may contain numbers and variables.
 - Equations are sentences that state two expressions are equal.
 - Equations that contain one variable can be proven true or false by replacing the variable with a number.

Which of Annie's statements are true?

- A** a and c only
B a, b, and c only
C b, c, and d only
D All of the above
-

6. Look at the list of equations or expressions below.

a. $\frac{1}{2}x = 5$

b. $x + 3 = 8$

c. $\frac{x+4}{2}$

d. $5x - 3$

Which in the list are examples of expressions?

- F** a only
G c and d only
H a, c, and d only
J All of them
-

7. Look at the list of equations or expressions below.

a. $3x + 5 = 2$

b. $x - 4 = -4$

c. $\frac{x+4}{2} = 9$

d. $3x = 9$

Which in the list are examples of equations?

- A** a only
B b and c only
C a and c only
D All of them

8. Bob was thinking of two numbers. He said the larger of his numbers was 8 more than the smaller number. He chose to represent the smaller number with an x . Which of the following is an expression that can be used to represent the larger number in terms of x ?

F $x - 8$

G $x + 8$

H $8x$

J $8x + 8$

9. Which of the following contains exactly 2 expressions and an equation?

A $\{3x + 1, 2x - 5, x + 3\}$

B $\{5x, x - 5 = 4, x + 2\}$

C $\{x + 1, 2x - 3 = 1, x - 6 = 4\}$

D $\{3 + 1 = x, 2x - 5, 4x + 3 = 11\}$

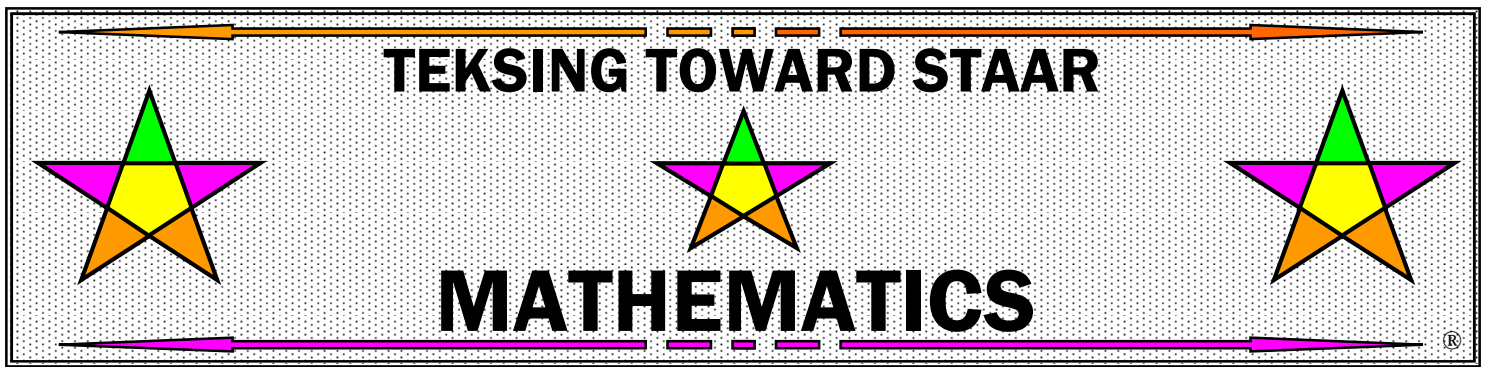
10. The length of a rectangle, L , is 9 feet more than the width, w , of the rectangle. Which expression can be used to represent the length in terms of the width?

F $w - 9$

G $w + 9$

H $9 - w$

J $9w$



GRADE 6

Mini-Assessments

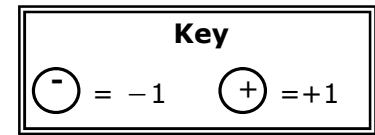
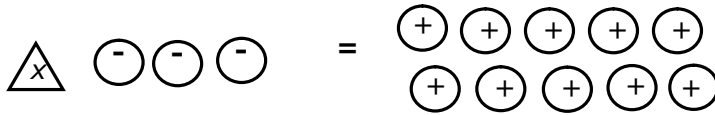
STAAR Format

TEKS CATEGORY 3

6.10A

6.10A Mini-Assessment 1

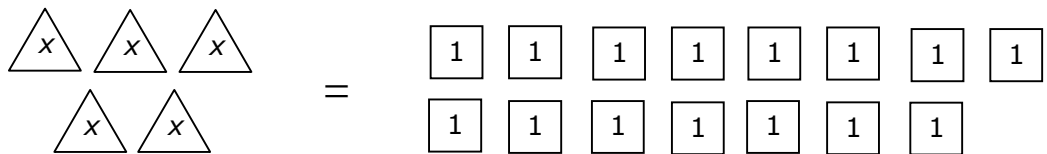
1. The model represents the equation $x - 3 = 10$.



Which is the value of x in the equation $x - 3 = 10$?

- A 7
- B -7
- C 13
- D -13

2. The model below represents $5x = 15$.



Which is the value of x in the equation $5x = 15$?

- F 13
- G 1.6
- H 3
- J 1.375

3. The area of a rectangular sign is 51 square feet. The base of the sign is 6 feet. What is the height of the sign?

- A 7.75 feet
- B 9 feet
- C 8.5 feet
- D 8.75 feet

4. Barbara has 28 math problems to complete for homework. She has already done 19 of the problems. How many more problems does she need to do to complete the homework?

F 47
G 19
H 11
J 9

5. Ms. Michaels distributed 52 flower bulbs to the students in the Science Club. Each student received 4 bulbs to plant in the flower beds. How many students are in the Science Club?

Record your answer on the grid below. Be sure to use the correct place value.

					.		
+	0	0	0	0		0	0
-	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

6. Two angles of a triangle have measures with a sum of 84° degrees. What is the measure of the third angle of the triangle?

Record your answer on the grid below. Be sure to use the correct place value.

					.		
+	0	0	0	0		0	0
-	1	1	1	1		1	1
	2	2	2	2		2	2
	3	3	3	3		3	3
	4	4	4	4		4	4
	5	5	5	5		5	5
	6	6	6	6		6	6
	7	7	7	7		7	7
	8	8	8	8		8	8
	9	9	9	9		9	9

7. The sum of a number x and 12 is -6 . What is the value of x ?

$$\boxed{x} + \begin{array}{cccccc} \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \\ \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc & \bigcirc \end{array} = \begin{array}{ccc} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{array}$$

- A** -18
B 6
C -6
D 18
-

8. Two angles are complementary. One angle's measure is 79° . What is the measure of the other angle?

- F** 21°
G 31°
H 11°
J 101°
-

9. The length of a line segment increased by 5 units is more than 12.5 units. What are the possible values for the length of the line segment?

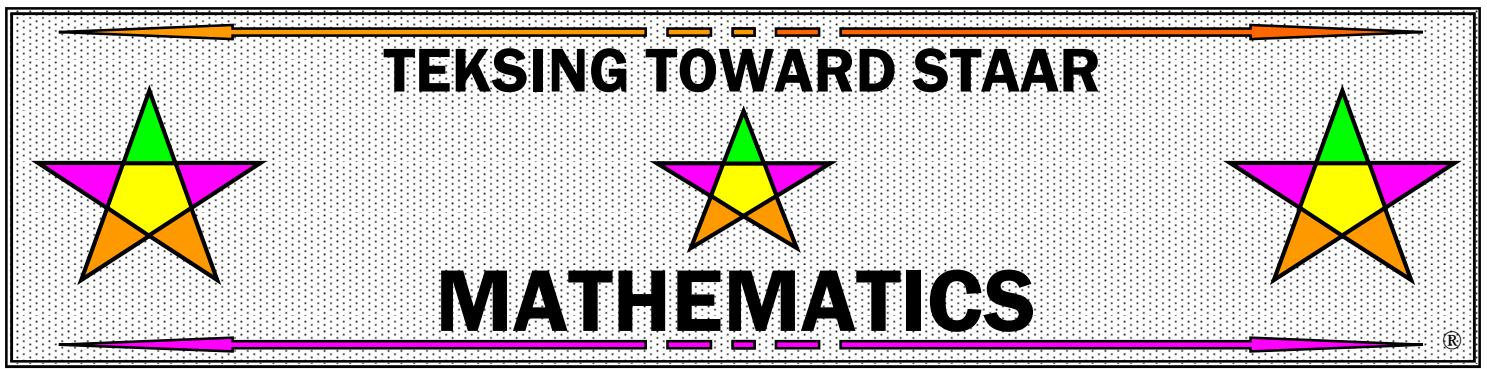
- A** $x > 5.5$
B $x > 4.5$
C $x > 6.5$
D $x > 7.5$
-

10. The model represents the equation $x - 1 < -4$.

$$\boxed{x} \bigcirc -1 < \bigcirc -1 \bigcirc -1 \bigcirc -1 \bigcirc -1$$

What is the solution for the inequality?

- F** $x < -5$
G $x < -3$
H $x < -4$
J $x > -3$



GRADE 6

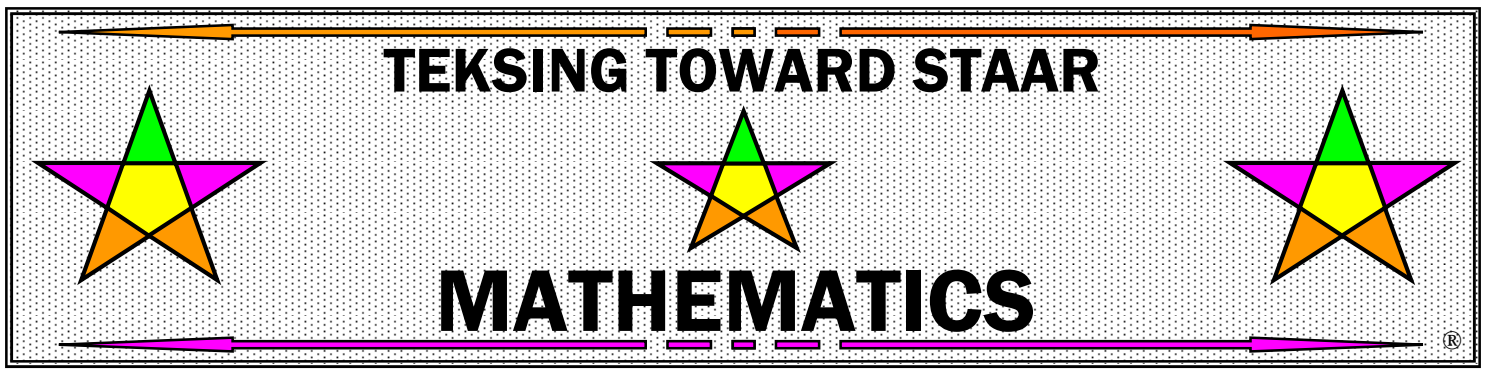
Mini-Assessments

STAAR Format

TEKS CATEGORY 4

Measurement and

Data



GRADE 6

Mini-Assessments

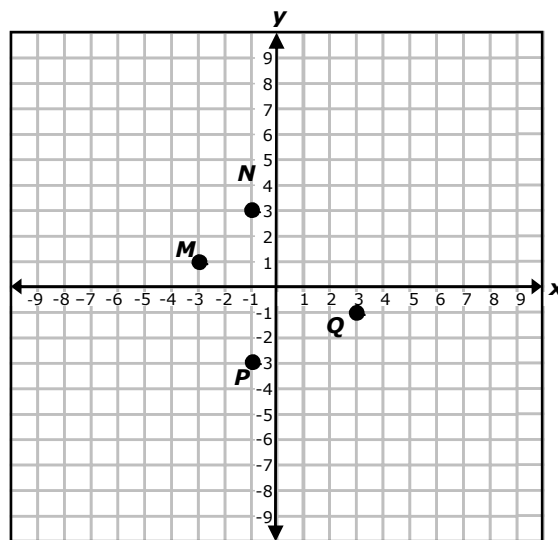
STAAR Format

TEKS CATEGORY 4

6.11A

6.11A Mini-Assessment 1

1. Four points are shown on the coordinate plane.



Which point best represents the ordered pair $(-3, 1)$?

- A** Point *M*
- B** Point *N*
- C** Point *Q*
- D** Point *P*

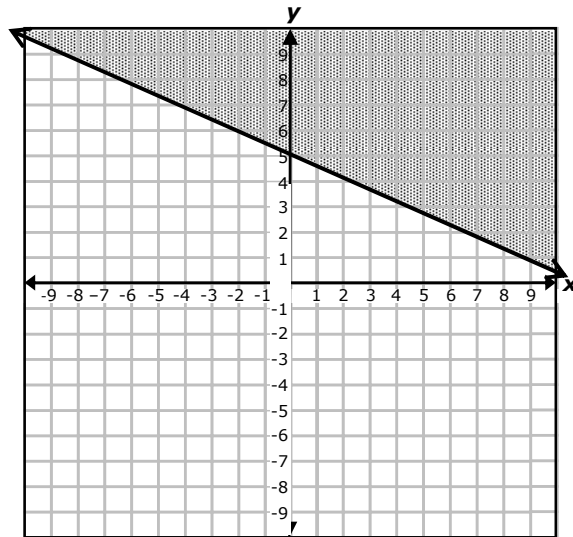
2. In what Quadrant will $(-5, -8)$ be located?

- F** Quadrant I
- G** Quadrant II
- H** Quadrant III
- J** Quadrant IV

3. Which of the following points will be in Quadrant IV when graphed on a coordinate grid?

- A** $(1, 5)$
- B** $(-1, 2.5)$
- C** $(5, -2.5)$
- D** $(-2.1, -3)$

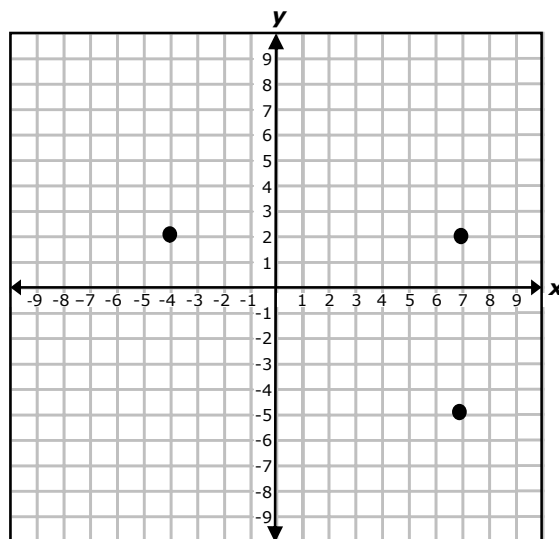
4. Look at the graph below.



Which is a list of ordered pairs that represent points located in the shaded area?

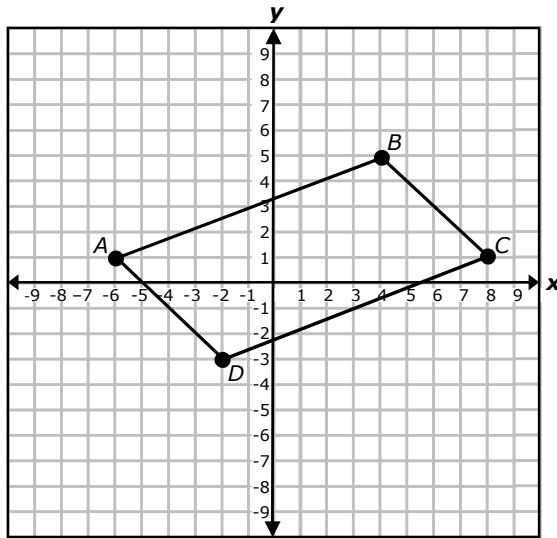
- F** (1, 5), (4, 2) and (8, 4)
- G** (0, 9), (6, 3) and (6, -2)
- H** (3, 5), (4, 4) and (10, 5)
- J** (-1, 6), (1, 7) and (7, 0)

5. Three vertices of a rectangle are shown below. What are the coordinates of the fourth vertex?



- A** (-4, 5)
- B** (-4, -5)
- C** (-5, 4)
- D** (-5, -4)

6. Parallelogram ABCD is shown on the coordinate grid below.



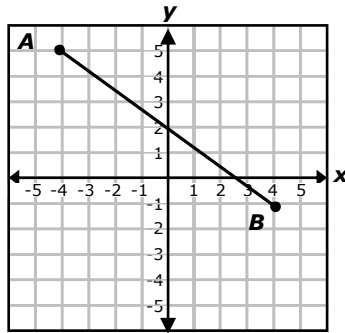
Which coordinates belong to a point that appears to lie on segment AB?

- F** (1, 5)
- G** (6, 3)
- H** (3, 5)
- J** (-1, 3)

-
7. Which ordered pair represents a point whose x-coordinate is twice the y-coordinate and it is located in Quadrant III?

- A** (-4, -2)
- B** (-2, -4)
- C** (4, 2)
- D** (5, -10)

8. Which coordinates belong to a point on segment AB ?



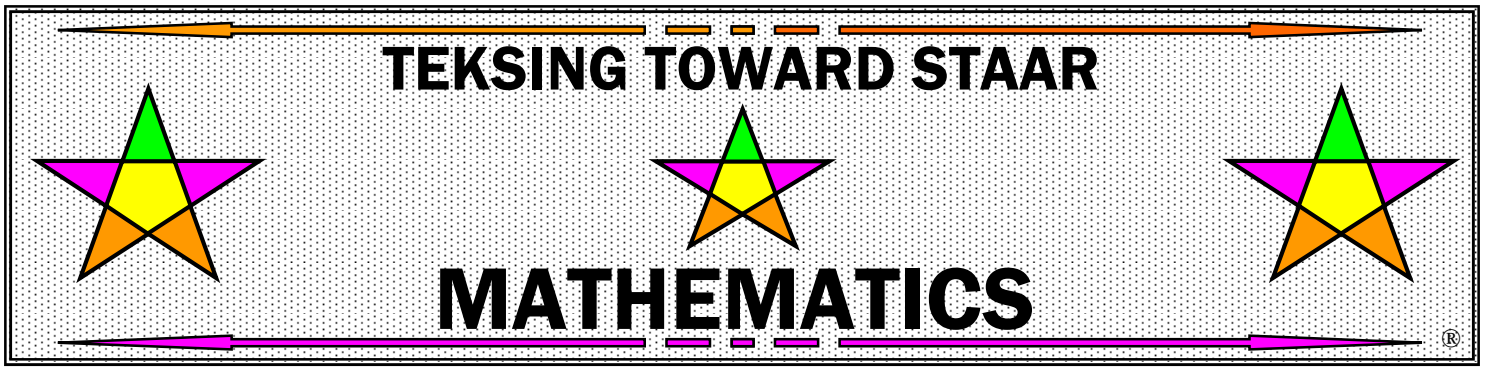
- F** $(-1, 3)$
- G** $(0, 2)$
- H** $(3, 0)$
- J** $(1, -3)$

9. Which ordered pair is located in Quadrant II?

- A** $(1, -2.5)$
- B** $(0, -1.25)$
- C** $(-3.5, 3.5)$
- D** $(-1\frac{1}{2}, -2\frac{1}{3})$

10. Which statement is NOT true?

- F** If a point has coordinates $(0, a)$ where a is a positive number, then the point lies on the positive y -axis.
- G** If a point has coordinates (a, b) where a is a positive number and b is a negative number, then the point lies in Quadrant IV.
- H** If a point has coordinates (a, b) where a is a negative number and b is a negative number, then the point lies in Quadrant II.
- J** If a point has coordinates (a, b) where a is a positive number and b is a positive number, then the point lies in Quadrant I.



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 4

6.12B

6.12B Mini-Assessment 1

1. The stem-and-leaf plot shown below was created to represent the number of books read in a two-month period.

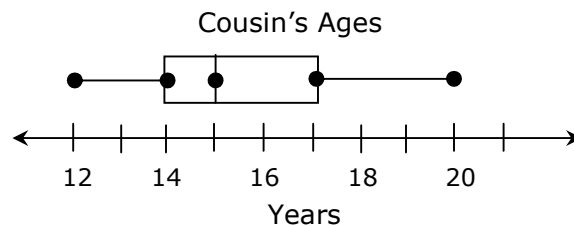
Number of Books Read	
0	1 1 3 5 6 9 9
1	0 0 0 1 3 3 7 8 8
2	2 2 5 6 8 9
3	0 0 1

Key: 2 | 2 means 22 books

Which statement is true based on the information in the stem-and-leaf plot?

- A** The range of the data is 31 books.
- B** The center of the data is 13 books.
- C** More students read more than 17 books than read less than 17 books.
- D** The most common number of books read was 22 books.

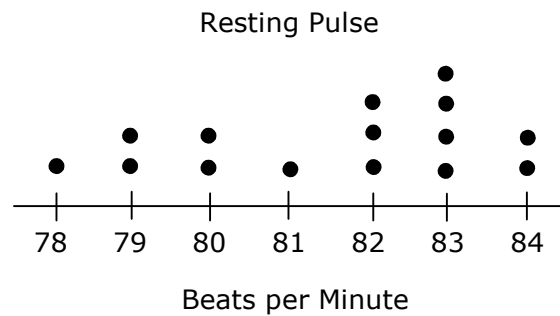
-
2. The box plot below represents the ages of Kristin's cousins.



Which statement is true based on the data in the box plot?

- F** The range of the data is 9 years
- G** The center of the data is 15 years
- H** The youngest cousin is 12 years old.
- J** The oldest cousin is 19 years old.

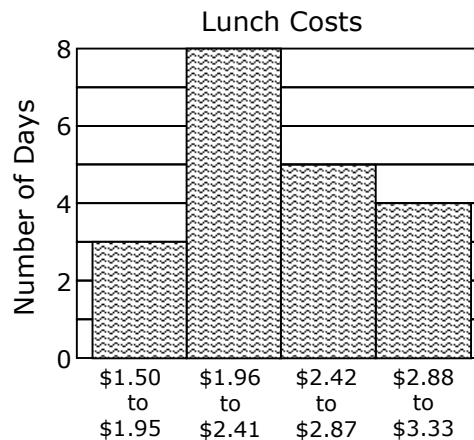
3. The resting pulse was recorded for 15 girls in gym class before they began exercising. The data is represented by the dot plot.



Which statement is NOT supported by the data in the dot plot?

- A** The slowest pulse rate of the girls was 78 beats per minute.
- B** The fastest pulse rate of the girls was 84 beats per minute.
- C** The median pulse rate was 82 beats per minute.
- D** Six of the girls had a pulse rate slower than 81 beats per minute.

4. The histogram shows the amount Darren spent on school lunches last month.



Which statement is true based on the data in the histogram?

- F** The range of the data is \$2.83.
- G** The center of the data is contained in the \$2.42 to \$2.87 bar.
- H** He spent more than \$2.41 on more days than he spent less than \$2.41.
- J** The values contained in a bar have a range of \$0.45.

5. The stem-and-leaf plot shows the ages of museum visitors last Monday during the morning hours.

Ages of Museum Visitors

2		1	8	8	9
3		0	5	8	
4		0	2	3	5 5
5		0	0	5	

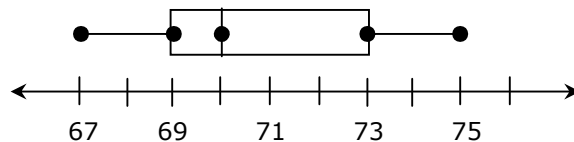
2 | 1 means 21 years

Which statement is supported by the data in the stem-and-leaf plot?

- A** The youngest museum visitor during the morning hours was 20 years.
- B** There were more museum visitors that were 40-55 years old than 21-38 years old.
- C** The median age of the museum visitors during the morning hours was 38 years.
- D** The spread in the ages of the museum visitors during the morning hours was 33 years.

-
6. The heights of 11 basketball players, in inches, are represented by the box plot below.

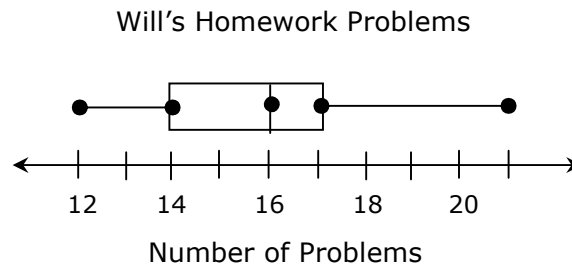
Heights in Inches



Which statement is true based on the data in the box plot?

- F** The range of the data is 9 inches.
- G** The center of the data is 70.5 inches.
- H** The tallest player in this group has a height of 74 inches.
- J** The shortest player in this group has a height of 67 inches.

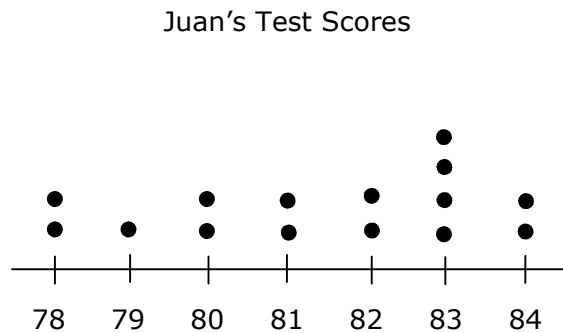
7. The box plot shows the number of homework problems Will had daily in math the last six weeks.



Which statement is NOT supported by the data in the box plot?

- A** The least number of homework problems Will had was 12.
- B** The most number of homework problems he had was 20.
- C** The median number of homework problems was 16.
- D** The spread from 16 to 21 problems is greater than the spread from 12 to 16 problems.

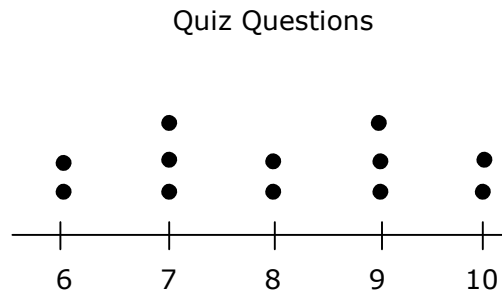
8. The following dot plot was created to represent Juan's test scores for the last grade period.



Which statement is true based on the data in the dot plot?

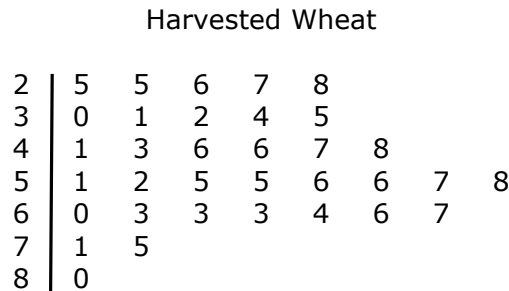
- F** The range in the test scores is 6 points.
- G** Juan's lowest test score is 79.
- H** Juan's highest test score is 83.
- J** The center of the data is 81.

9. The dot plot below shows the number of quiz questions a study group answered correctly.



Which statement is NOT true based on the data in the dot plot?

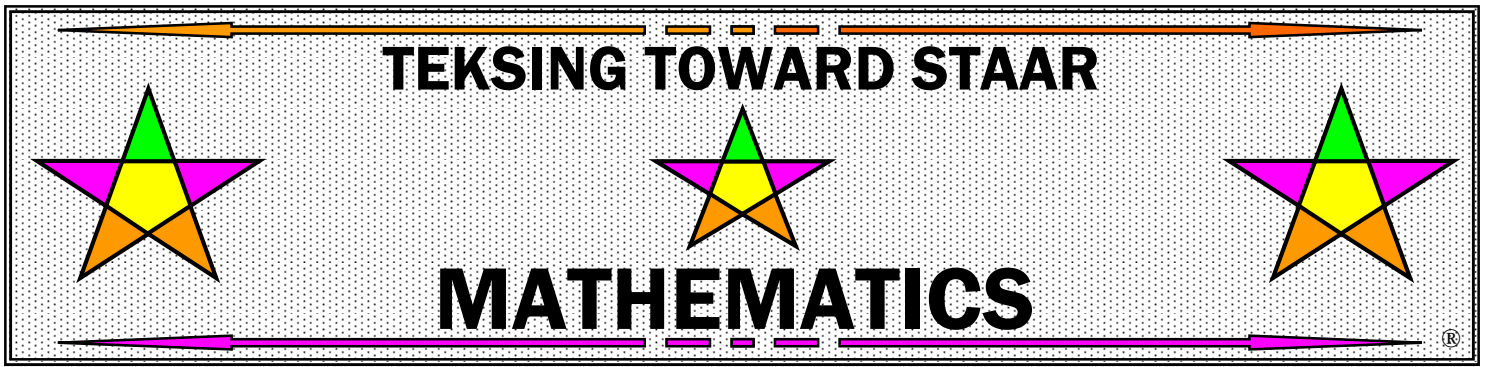
- A** The range in the data is 4 questions.
 - B** The center of the data is 8 questions.
 - C** The same number of students answered more than 8 questions correctly as the number of students who answered less than 8 questions correctly.
 - D** 30% of the students answered 9 questions correctly.
-
10. The stem-and-leaf plot shows the number of bushels of wheat per acre a group of farmers harvested during the last harvest.



Bushels per acre
2 | 5 means 25 bushels per acre

Which statement is true based on the data in the stem-and-leaf plot?

- F** The range in the bushels per acre is 65 bushels.
- G** The median number of bushels per acre is 51.5 bushels.
- H** The mode number of bushels is 46 bushels.
- J** More farmers harvested less than 50 bushels than the number of farmers who harvested more than 50 bushels.



GRADE 6

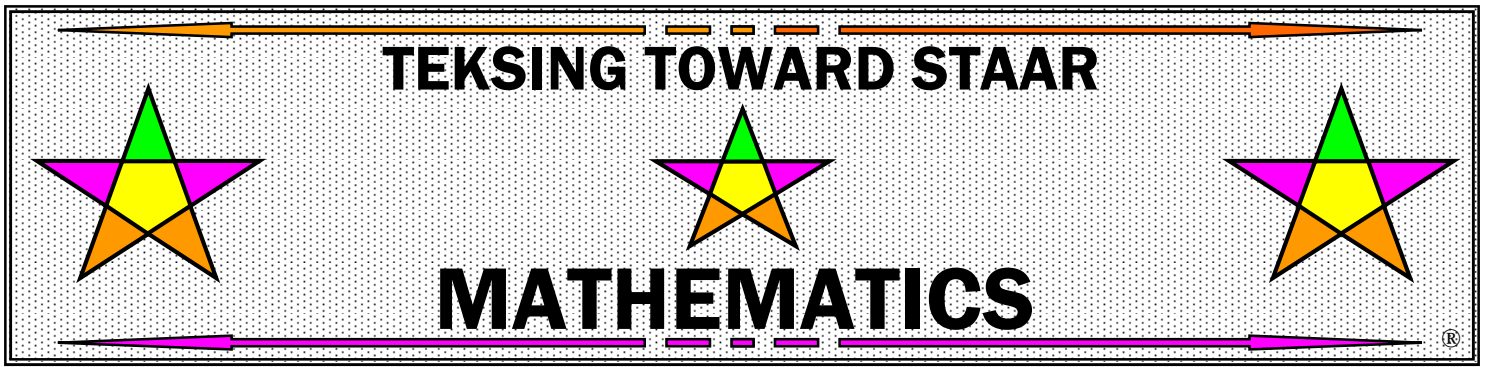
Mini-Assessments

STAAR Format

TEKS CATEGORY 5

Personal Financial

Literacy



GRADE 6

Mini-Assessments

STAAR Format

TEKS CATEGORY 5

6.14H

6.14H Mini-Assessment 1

1. According to the U.S. Census Bureau, American Community Service 2012-5 year estimate, in Minnesota adults 25 years or older with a full time job have the following median earnings based on their level of education.

Education	Median Annual Earnings
Less Than High School Diploma	\$20,743
High School Diploma or GED	\$29,633
Some College	\$35,625
Bachelor's Degree	\$50,433
Graduate or Professional Degree	\$65,873

Based on the information in the table, which of the following statements is true?

- A** A person with a graduate degree will earn nearly 4 times as much per year as a person with less than a high school diploma.
- B** A person with a Bachelor's degree will earn about 2.5 times per year as a person with less than a high school diploma.
- C** A person with a high school diploma or GED will earn about \$20,000 more per year as a person with less than a high school diploma.
- D** A person with a graduate degree will earn more than twice as much per year as a person with some college hours but no degree.

-
2. Douglas is searching career possibilities. He is interested in going to a trade school. The table below shows the information he found.

Career	Median Salary	Requirements
Plumber	\$49,140	4 yr apprentice, 2000 on-the-job paid training hours; 246 hours technical education
Electrician	\$49,840	4 yr training; 144 hours of technical training and 2000 hours of on-the-job training
House Painter	\$35,590	H.S. diploma; 2000 on-the-job paid training hours

Based on the information in the table, how much more will a plumber make in 20 years than a painter?

- F** \$371,000
- G** \$271,000
- H** \$135,500
- J** \$13,550

3. Sheila is searching career possibilities. She found that an actuary requires a bachelor's degree in mathematics or statistics. The median salary is \$94,740 a year in some parts of the country. She also found that a nurse practitioner requires a bachelor's degree in nursing and a master's or doctorate in nursing. The median salary is \$89,960 a year. In 20 years, how much more would an actuary earn than a nurse practitioner?
- A** \$1,894,800
B \$95,600
C \$4,780
D \$1,799,200
-
4. The annual median salary for an athletic trainer is \$36,000. For an executive chef, the median salary is \$66,900 a year. Over a period of 15 years, how much more will an executive chef earn than an athletic trainer?
- F** \$400,000
G \$305,500
H \$463,500
J \$30,900
-
5. Leila is searching for jobs in her area. She found the median yearly salary of an architect to be \$49,900 and the median yearly salary for a graphic designer to be \$37,000. Over a 15-year career, how much more would she earn as an architect than as a graphic designer?
- A** \$748,500
B \$555,000
C \$180,000
D \$193,500
-
6. The annual median salary for a teacher in Texas is \$50,000. The median salary for a teacher in New Mexico is \$35,960. How much more will a teacher earn per year in Texas than in New Mexico if they receive the median salary?
- F** \$15,040
G \$15,140
H \$14,140
J \$14,040

7. Leon has a bachelor's degree and earns an annual salary of \$45,760. He works 40 hours per week for 52 weeks a year. His brother has an associate degree and earns an annual salary of \$38,480. He works 40 hours a week for 52 weeks. How much larger is Leon's hourly wage than his brother's hourly wage?
- A** \$18.50
B \$3.50
C \$22
D \$5.50

The information in the table below is according to Salary.com and is based on a national average. Use the information in the table to answer questions 8-10.

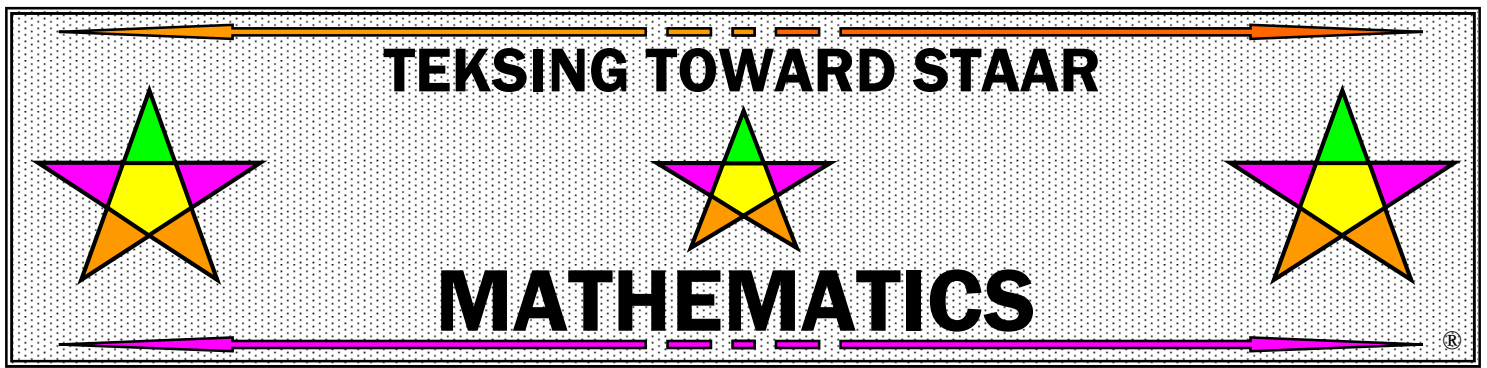
National Average Salary as of July 2014	
Job Description	Annual Salary
Account Manager	\$87,322
Advertising Manager	\$81,782
Community Health Coordinator	\$98,112
Benefits Manager	\$91,180

8. How much less will an advertising manager make in 20 years than a community health coordinator?
- F** \$226,600
G \$326,600
H \$16,330
J Not Here

-
9. What is the difference between the highest annual salary and the lowest annual salary?

- A** \$9,398
B \$10,790
C \$16,330
D \$17,330

-
10. Assuming an account manager works 40 hours a week for 52 weeks a year, which of the following best describes his hourly earnings?
- F** \$42
G \$52
H \$48
J \$35



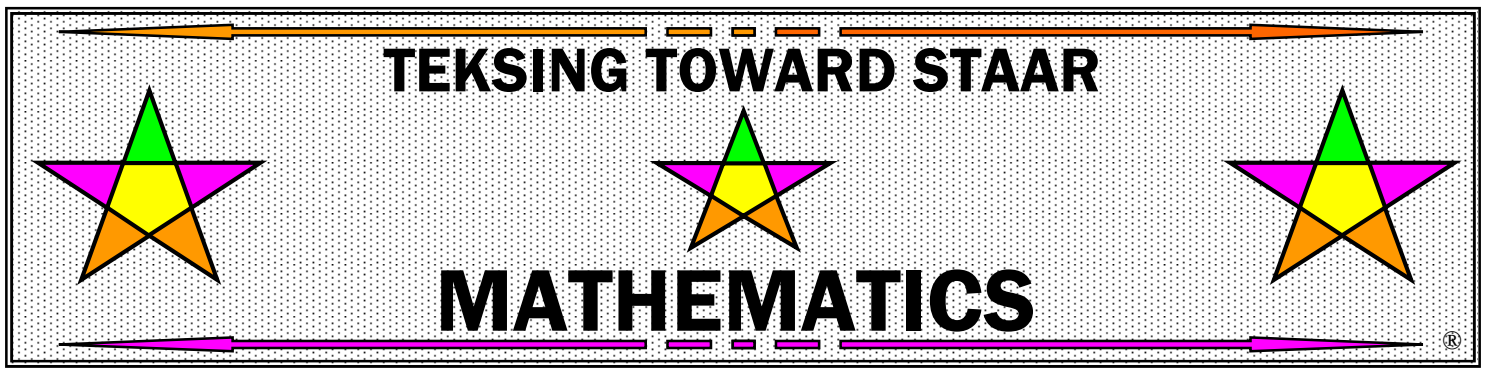
GRADE 6

STAAR Format

Periodic

Assessments

Containing Multi-TEKS



GRADE 6

STAAR Format

Periodic

Assessment 1

GRADE 6 MATHEMATICS

TEKS/STAAR Periodic Assessment 1

Make 1 copy of the Periodic Assessment 1 for each student. Students answer these questions individually. Record class performance on the Class Profile Sheet and individual student performance on the Individual Student Profile Sheet.

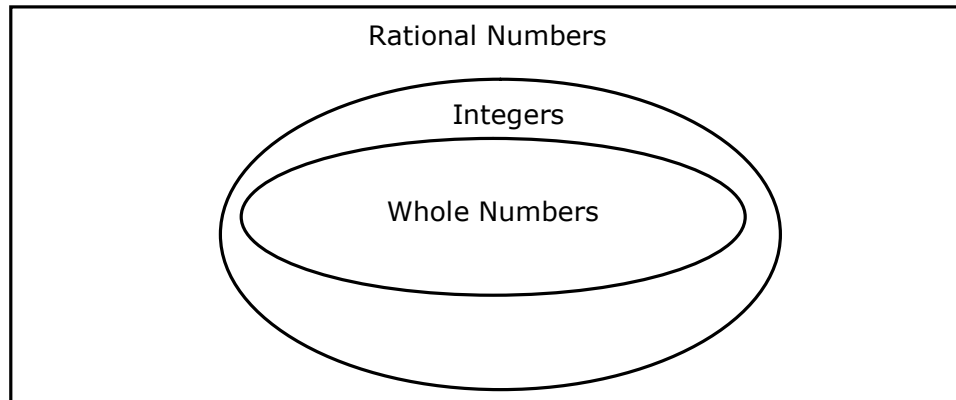
Answer Key:	STAAR Category/TEKS
--------------------	----------------------------

1. C	Category 1/6.2A
2. H	Category 1/6.2B
3. D	Category 2/6.3B
4. G	Category 3/6.11A
5. D	Category 2/6.3E
6. G	Category 1/6.4F
7. D	Category 1/6.4E
8. F	Category 1/6.7B
9. D	Category 1/6.7C
10. F	Category 3/6.8A
11. A	Category 3/6.8C
12. J	Category 3/6.8A
13. 243	Category 3/6.8D
14. H	Category 2/6.10A
15. C	Category 1/6.2C
16. G	Category 2/6.10.B
17. D	Category 4/6.14E
18. J	Category 4/6.14F
19. C	Category 3/6.8A
20. F	Category 3/6.11A

GRADE 6 MATHEMATICS

TEKS/STAAR Periodic Assessment 1

1. This Venn diagram shows the relationship of the subsets of the real number system.



Which of the following sets would belong to the whole numbers?

- A** $\{8, -2, 3.75\}$
- B** $\{4, 101, 0.\bar{3}\}$
- C** $\{9, 14, 10, 125\}$
- D** $\left\{\frac{24}{4}, 13, 27.6, 79\right\}$

-
2. Which statement is true?

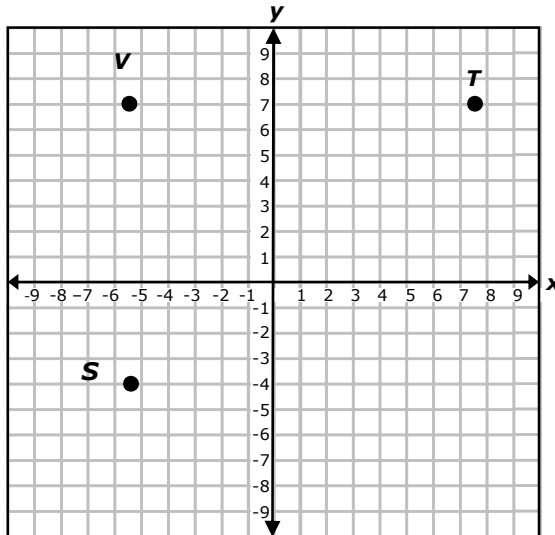
- F** The absolute value of 32 is larger than the absolute value of -32 .
- G** The opposite of 10 is larger than the opposite of -10 .
- H** The sum of any number and its opposite is 0.
- J** The absolute values of -18 and 18 are not equal.

-
3. Which of the following statements is true?

- A** $54 \times \frac{5}{3} < 54$
- B** $28 \times \frac{3}{2} < 28$
- C** $49 \times \frac{3}{7} > 49$
- D** $140 \times \frac{2}{5} < 140$

GRADE 6 MATHEMATICS

4. There are 3 vertices of rectangle $MTVS$ plotted on the coordinate grid below. The fourth vertex of the rectangle will be represented by point S .



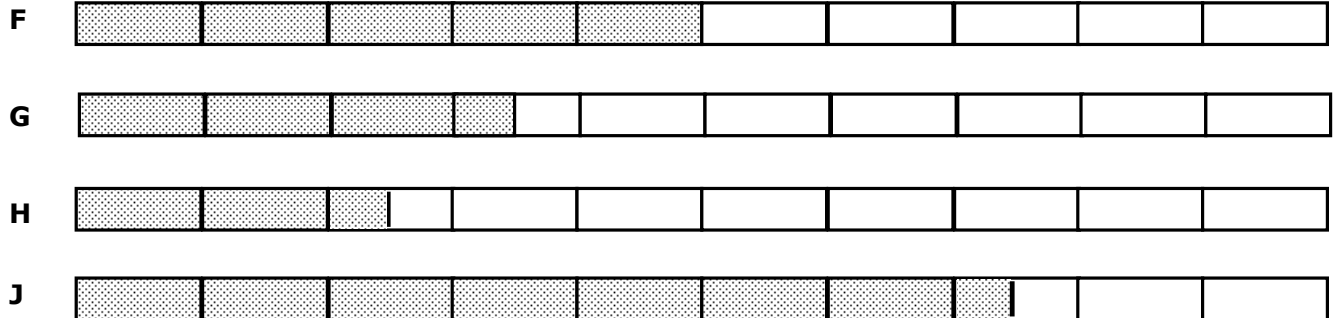
Which of the following ordered pairs best represents point M ?

- F** $(-7\frac{1}{2}, 4)$
- G** $(7\frac{1}{2}, -4)$
- H** $(-4, -7\frac{1}{2})$
- J** $(7\frac{1}{2}, -5\frac{1}{2})$

-
5. Jose and his four friends shared a pizza dinner. The cost of the meal was \$38 including the tip. If they shared the cost of the meal equally, how much would each of them pay?
- A** \$9.25
 - B** \$12.66
 - C** \$12.33
 - D** \$7.60

GRADE 6 MATHEMATICS

6. Janice exercises every day. She spends 35% of her exercise time swimming. She spends the rest of her exercise time jogging. Which percent bar represents the percent of exercise time Janice spends swimming?



7. It is estimated that 65% of the students at Ryder Middle School are involved in athletics or band. Which decimal represents the number of students involved in athletics or band?

- A** 0.065
- B** 0.0065
- C** 6.5
- D** 0.65

8. The length, L , is 8 feet less than the width, w , of the rectangle. Which expression can be used to represent the length in terms of the width?

- F** $w - 8$
- G** $w + 8$
- H** $8w$
- J** $8 - w$

9. Which expressions are NOT equivalent?

- A** $3x + 5 + 2(6 + 4)$ and $3x + 25$
- B** $(x + 5) - 2$ and $x + 3$
- C** $2(x + 5) + 6$ and $2x + 16$
- D** $(x + 5) - x$ and $2x + 5$

GRADE 6 MATHEMATICS

10. Which of the following set of angle measures represents the measures of the angles of a triangle?

F 60° , 30° , 90°

H 70° , 60° , 40°

G 60° , 48° , 82°

J 100° , 25° , 65°

11. A rectangle has side lengths of 9.2 inches, 20 inches, 9.2 inches, and 20 inches. Which equation can be used to find the area of the rectangle?

A $A = (20)(9.2)$

C $A = 20 \times 20$

B $A = (9.2)(9.2)$

D $A = \frac{1}{2}(20 + 9.2)$

12. Which of the following could be the lengths of the sides of a triangle?

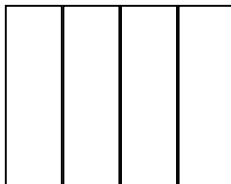
F 3, 10, and 15

G 3, 1, and 2

H 11, 9, and 20

J 10, 4, and 12

13. Marcie is running for class president. She designed some of her campaign posters on a 27-inch by 36-inch poster board. She divided the poster board into 4 equal parts as shown below. She wrote her different reasons for why she should be president in each part.



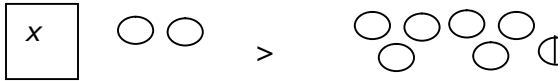
What is the area of one of the smaller rectangles, in square inches?

Record your answer on the grid below. Be sure to use the correct place value.

+	0	0	0	0	.	0	0	
-	1	1	1	1		1	1	
	2	2	2	2		2	2	
	3	3	3	3		3	3	
	4	4	4	4		4	4	
	5	5	5	5		5	5	
	6	6	6	6		6	6	
	7	7	7	7		7	7	
	8	8	8	8		8	8	
	9	9	9	9		9	9	

GRADE 6 MATHEMATICS

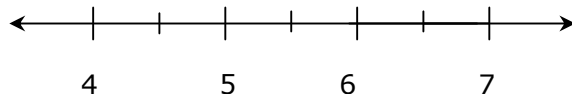
14. The length of one side of a triangle increased by 2 units is more than 6.5 units.



What are the possible values for the length of the side of the triangle?

- F** $x > 8.5$
- G** $x > 6.5$
- H** $x > 4.5$
- J** Not Here

-
15. Denise marked and labeled 4.3, $5\frac{7}{10}$, 4.8, and $5\frac{1}{2}$ on a number line.



Which number did Denise mark and label closest to 5?

- A** 4.3
- B** $5\frac{7}{10}$
- C** 4.8
- D** $5\frac{1}{2}$

-
16. Which of the values will make $4x < 45$ true?

- F** 12
- G** 11
- H** 13.5
- J** 16

GRADE 6 MATHEMATICS

17. Darlene made a list of things that she thinks are true about a credit report. Her list included:

- a. Name, address, social security number, and date of birth will be included
- b. Credit accounts including mortgages, credit cards, bank loans, and auto loans
- c. Employment records will be included
- d. Most information will be retained for 7 years

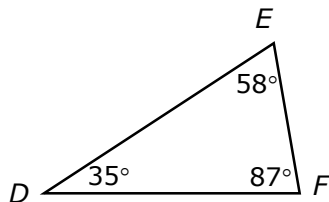
Which of the items Darlene listed are true about a credit report?

- A** b and c only
 - B** b, c, and d only
 - C** a, b, and c only
 - D** All of the above
-

18. Which statement is true?

- F** A person with a credit score of 410 is more likely to be given a bank loan than a person with a credit score of 720.
 - G** A person with a credit score of 720 is less likely to be given a bank loan than a person with a credit score of 430.
 - H** If your credit score is 575 or less, you will never be given a bank loan.
 - J** The longer negative items are on your credit report, the less impact they will have on a bank giving you a loan. The most recent negative items will impact more.
-

19. Look at the triangle shown below.

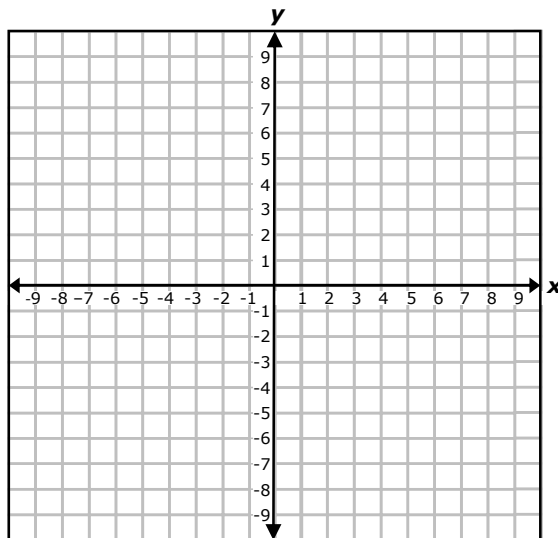


What statement is true about triangle DEF ?

- A** Side DE is longer than the sum of the lengths of sides EF and DF .
- B** Side DE is the midsize side of the triangle.
- C** $DE > DF$
- D** Side DF is the shortest side of the triangle.

GRADE 6 MATHEMATICS

20. A coordinate plane is shown below.



Which ordered pair is located in Quadrant II?

- F** $(-1, 2.5)$
- G** $(0, -1.25)$
- H** $(-3.5, -3.5)$
- J** $(1.5, -2.3)$