

Rptg Cat	STAAR	STAAR Modified	Readiness Standards	Supporting Standards
1 Numbers, Operations, and Quantitative Reasoning	16	14	6.1.B generate equivalent forms of rational numbers including whole numbers, fractions, and decimals 6.2.B use addition and subtraction to solve problems involving fractions and decimals 6.2.C use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates 6.2.E use order of operations to simplify whole number expressions (without exponents) in problem solving situations	6.1.A compare and order non-negative rational numbers 6.1.C use integers to represent real-life situations 6.1.D write prime factorizations using exponents 6.1.E identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers 6.1.F identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers 6.2.A model addition and subtraction situations involving fractions with objects, pictures, words, and numbers 6.2.D estimate and round to approximate reasonable results and to solve problems where exact answers are not required
2 Patterns, Relationships, Algebraic Reasoning	12	10	6.3.C use ratios to make predictions in proportional situations 6.4.A use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area 6.5.A formulate equations from problem situations described by linear relationships	6.3.A use ratios to describe proportional situations 6.3.B represent ratios and percents with concrete models, fractions, and decimals 6.4.B use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.
3 Geometry and Spatial Reasoning	8	6	6.6.C describe the relationship between radius, diameter, and circumference of a circle	6.6.A use angle measurements to classify angles as acute, obtuse, or right 6.6.B identify relationships involving angles in triangles and quadrilaterals 6.7.A locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers
4 Measurement	8	6	6.8.B select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight	6.8.A estimate measurements (including circumference) and evaluate reasonableness of results 6.8.C measure angles 6.8.D convert measures within the same measurement system (customary and metric) based on relationships between units
5 Probability and Statistics	8	6	6.10.D solve problems by collecting, organizing, displaying, and interpreting data	6.9.A construct sample spaces using lists and tree diagrams 6.9.B find the probabilities of a simple event and its complement and describe the relationship between the two 6.10.A select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot 6.10.B identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data 6.10.C sketch circle graphs to display data
STAAR	52 (4 Grid)		31-34 questions from Readiness Standards	18-21 questions from Supporting Standards
STAAR Modified		42 (1 Grid)	25-27 questions from Readiness Standards	15-17 questions from Supporting Standards

Process Standards (Underlying Processes and Mathematical Tools)

STAAR	STAAR Modified	
≥ 75% of items will be dual coded ≈ 39 items will be dual coded	≥ 60% of items will be dual coded ≈ 26 items will be dual coded	6.11.A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics 6.11.B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness 6.11.C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem 6.11.D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems 6.12.A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models 6.13.A make conjectures from patterns or sets of examples and non-examples 6.13.B validate his/her conclusions using mathematical properties and relationships