

Reporting Category Statements B.E.S.T. Standards: Mathematics

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Introduction

Students who participate in one or more of Florida's statewide, standardized assessments in grades 3–10 and/or end-of-course (EOC) assessments in Algebra 1, Geometry, Civic, U.S. History, and Biology 1 will receive a detailed score report that is unique to computer-adaptive assessments for each assessment. Each report will contain detailed information about the student's performance, narratives regarding strengths and weaknesses, and suggestions as to steps parents/guardians can take to help students progress in their learning. The information in each report is intended primarily for students and families and is not intended to replace classroom instruction.

The most detailed narrative is provided at the *reporting category* level. Reporting categories refer to major groupings of content and skills, such as Reading Informational Text or Reading Prose and Poetry in English Language Arts (ELA); Number Sense and Operations with Whole Numbers or Algebraic Reasoning in Mathematics; Nature of Science in Science; and Roles, Rights, and Responsibilities in Social Studies; among others. For each of the reporting categories, three tiers of text have been created based on state academic standards and informed by the Achievement Level Descriptors (ALDs) that were written by Florida educators. These tiers include *Below Expectations*, *At/Near Expectations* or *On Grade Level*, and *Above Expectations*. These reports classify student performance into one of the three tiers based on student responses to items that measure the benchmarks associated with that reporting category. Individual benchmark codes can be found in a report beneath the name of the correlated reporting category. Each student's report is tailored to provide specific information based on which of the three tiers that each reporting category score falls into. This document provides the complete set of narratives so that stakeholders can see expectation progressions within a reporting category and, if appropriate, across grades.

Each description included in these reports and the accompanying next steps were drafted by panels of Florida educators and reviewed by larger Florida educator committees facilitated by EdCount, LLC, and consisting of Florida educators, specialists from the Bureau of Standards and Instructional Support and other Florida Department of Education personnel.

It is important to keep in mind that a student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the state academic standards. Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.

For more information on Florida's statewide, standardized assessments, please see the [Statewide Assessments Guide](#). Please direct questions and comments about these reports to Assessment@fldoe.org.

Additional Resources

The following resources are available to support understanding of the test design for Florida's statewide, standardized assessments and the skills outlined in the state academic standards.

[B.E.S.T. Standards Achievement Level Descriptions](#)

[Florida's B.E.S.T. Standards: Mathematics](#)

[FAST Mathematics and B.E.S.T. EOC Test Design Summary](#)

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Grade 6 Mathematics Reporting Category Statements

Number Sense and Operations See Benchmarks for Excellent Student Thinking 6.NSO.1.1, 6.NSO.1.2, 6.NSO.1.3, 6.NSO.1.4, 6.NSO.2.1, 6.NSO.2.2, 6.NSO.2.3, 6.NSO.3.1, 6.NSO.3.2, 6.NSO.3.3, 6.NSO.3.4, 6.NSO.3.5, 6.NSO.4.1, 6.NSO.4.2			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
What These Results Mean	For example, your learner may be able to: • Use a horizontal number line to identify positive and negative numbers. • Compare absolute values. • Multiply and divide multi-digit numbers with decimals to the tenths or hundredths place. • Solve two-step real-world problems involving addition, subtraction, and multiplication. • Find the greatest common factor within 100 or least common multiple with factors to 10 of two whole numbers.	For example, your learner may be able to: • Plot, order, and compare rational numbers on a number line when given in the same form. • Interpret the absolute value of a rational number as the distance from zero on a number line. • Interpret one-step absolute value mathematical problems in a mathematical context. • Solve two-step real-world problems involving addition, subtraction, multiplication, and division with positive rational numbers. • Find the greatest common factor within 1000 or least common multiple with factors to 25. • Evaluate positive rational numbers with natural number exponents to 5.	For example, your learner may be able to: • Plot and order rational numbers on a number line. • Compare rational numbers. • Interpret and explain the absolute value of a rational number (including zero) in a real-world context. • Solve and explain two-step absolute value mathematical or real-world problems. • Explain the relationship between the greatest common factor and rewriting equivalent fractions. • Solve multi-step problems involving positive rational numbers. • Rewrite the sum of two composite whole numbers having a common factor.
Next Steps	For example, have your learner: • Identify which temperatures are closer to zero when reading a weather report. • Practice fractions and decimals by using money transactions or dividing a pie into fractions. • Practice addition, subtraction, multiplication, and division of positive rational numbers. • Calculate the cost of multiple items when shopping.	For example, have your learner: • Use visual models, such as candy, food, integer chips, or number lines, to add, subtract, multiply, and divide integers. • Change mixed numbers to fractions greater than one and vice versa. • Determine what amount of an ingredient is needed to complete a recipe.	For example, have your learner: • Practice adding, subtracting, multiplying, and dividing by using real-world examples, such as withdrawing and depositing money into the bank. • Find the greatest common factors above 1000 and least common multiples beyond 25. • Discuss how exponents greater than 5 can be utilized in the real world.

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Number Sense and Operations See Benchmarks for Excellent Student Thinking 6.NSO.1.1, 6.NSO.1.2, 6.NSO.1.3, 6.NSO.1.4, 6.NSO.2.1, 6.NSO.2.2, 6.NSO.2.3, 6.NSO.3.1, 6.NSO.3.2, 6.NSO.3.3, 6.NSO.3.4, 6.NSO.3.5, 6.NSO.4.1, 6.NSO.4.2			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
	- Rewrite larger numbers as the product of smaller numbers. - Use flashcards to practice academic vocabulary (rational numbers, exponents, integers, absolute value, greatest common factor, and least common multiple).		

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Algebraic Reasoning See Benchmarks for Excellent Student Thinking 6.AR.1.1, 6.AR.1.2, 6.AR.1.3, 6.AR.1.4, 6.AR.2.1, 6.AR.2.2, 6.AR.2.3, 6.AR.2.4, 6.AR.3.1, 6.AR.3.2, 6.AR.3.3, 6.AR.3.4, 6.AR.3.5			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
What These Results Mean	For example, your learner may be able to: • Translate written descriptions into linear algebraic expressions. • Represent an inequality on a number line. • Evaluate algebraic expressions using substitution and order of operations using positive integers. • Solve one-step equations using addition or subtraction with a visual model. • Write part-to-part ratios and identify rates for a ratio of quantities using different units.	For example, your learner may be able to: • Translate between written descriptions and linear algebraic expressions. • Translate a real-world description into an inequality and represent the inequality on a number line. • Apply properties of operations to generate equivalent expressions with positive integer coefficients. • Solve one-step equations with positive and negative integers. • Solve math problems involving ratios, rates, and unit rates. • Write and interpret part-to-part and part-to-whole ratios and show the relative size of two quantities in the same units.	For example, your learner may be able to: • Translate between written descriptions and linear algebraic expressions, including error analysis and justification. • Evaluate algebraic expressions using substitution and order of operations. • Explain how properties of operations generate equivalent algebraic expressions. • Write or solve equations in mathematical and real-world contexts using all operations and variables on both sides of the equal sign. • Write, interpret, and calculate ratios and rates given real-world contexts. • Interpret and explain relationships between ratios. • Explain the relationship between the percent, the part, and the whole.
Next Steps	For example, have your learner: • Use real-world scenarios to write inequality statements. • Practice using order of operations and inverse operations. • Determine whether certain numbers would make situations become true or not. For example, determine how many items can be bought at a store with a certain amount of money. • Use algebra tiles to practice solving one-step equations.	For example, have your learner: • Write expressions and inequalities when given numerical information in real-world contexts (e.g. bank statements). • Practice solving problems involving unit rates by using items found at a store. For example, ask your learner to determine the cost of each apple in a given number of pounds. • Practice part-to-part and part-to-whole ratios by adjusting recipes. For	For example, have your learner: • Translate between written descriptions and linear algebraic expressions. • Evaluate algebraic expressions using substitution and order of operations. • Write or solve equations using all operations and variables given real-world problems. • Calculate and interpret unit rate for a ratio of quantities with different units.

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Algebraic Reasoning See Benchmarks for Excellent Student Thinking 6.AR.1.1, 6.AR.1.2, 6.AR.1.3, 6.AR.1.4, 6.AR.2.1, 6.AR.2.2, 6.AR.2.3, 6.AR.2.4, 6.AR.3.1, 6.AR.3.2, 6.AR.3.3, 6.AR.3.4, 6.AR.3.5			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
	Calculate how long it will take to travel somewhere if traveling at a consistent speed the entire time.	example, increasing or decreasing the number of ingredients needed while keeping the ratios the same.	

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Geometric Reasoning, Data Analysis, and Probability See Benchmarks for Excellent Student Thinking 6.GR.1.1, 6.GR.1.3 (including 6.GR.1.2), 6.GR.2.1, 6.GR.2.2, 6.GR.2.3, 6.GR.2.4, 6.DP.1.1, 6.DP.1.2, 6.DP.1.3, 6.DP.1.4, 6.DP.1.5, 6.DP.1.6			
Indicator	Below Expectations	At/Near Expectations	Above Expectations
What These Results Mean	For example, your learner may be able to: - Plot ordered pairs on a coordinate plane. - Find the surface area of right rectangular prisms and pyramids, given a net. - Find the area of quadrilaterals with positive integers. - Use a box plot to find the minimum, median, and maximum, and identify the upper and lower quartiles. - Describe the spread and distribution of a histogram and line plot.	For example, your learner may be able to: - Plot rational number ordered pairs in all four quadrants on a coordinate plane. - Find the horizontal or vertical distance between pairs, limited to the same y-coordinate or the same x-coordinate in any quadrant. - Use the formula for the area of a triangle, the volume or surface area of a right rectangular prism, and the area of composite figures to solve problems. - Recognize a statistical question. - Find the mean, median, mode, and range from a data set. - Use box plots and histograms to describe data and determine key features.	For example, your learner may be able to: - Plot rational number ordered pairs, find horizontal and vertical distances between pairs in any quadrant, and explain the line of reflection. - Solve real-world problems involving the area of quadrilaterals, composite figures, and finding surface area. - Formulate and explain statistical questions and interpret mean, median, mode, and range. - Create and use a box plot, histogram, or line plot in real-world contexts and describe the distribution and spread of the data. - Explain how adding more data to a data set will impact the mean, median, mode, and range.
Next Steps	For example, have your learner: - Practice plotting points and counting spaces to generate fluency with coordinate planes. - Cut and measure different sizes of rectangular prisms, such as boxes, to find the surface area and volume of the shape. - Track the time engaged in a favorite activity for a week and then find the mean, median, mode, and range of the data. - Determine statistical questions from different forms of media.	For example, have your learner: - Practice finding the area, surface area, and perimeter of different objects at home, such as quadrilaterals, pyramids, and triangles. - Formulate statistical questions and collect data and use the data to produce graphs and charts. - Discuss how adding more data to a data set will impact the mean, median, mode, and range. - Use different forms of media to read and interpret different graphical data displays.	For example, have your learner: - Use graph paper or coordinate grids to plot ordered pairs and find the perimeter and area of the shapes on the grid. - Create composite shapes and calculate the area of each shape. - Formulate statistical questions to generate a data set and interpret the data.

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