

6th Grade Unit 1 Rational Numbers Student Assessment Reflection and Goal Setting

Name: _____

Pre-Assessment Score _____ Post Assessment Score _____ Retake Score _____

Directions:

- Before you turn in your test, please look at each problem and learning target. Place a check in the appropriate box:
 - * I am sure of my answer.
 - * I am **not sure** of my answer.
- After your teacher has graded your test, mark if each answer was correct or incorrect and decide why:
 - * simple mistake
 - * math mistake
 - * process mistake
- After completing the table below, please set learning goals for the buffer week.
- After the Retake, mark with a highlighter in the “Right” column questions that you initially answered wrong and now can answer correctly.

	Learning Target	Before turning in the Test Choose One		After the test Choose One		If you chose incorrect, decide why it was wrong.		
		Sure of my answer 	<u>Not sure</u> of my answer 	Right 	Incorrect 	Simple Mistake	Math Mistake	Process Mistake
1	6.NS.C.5 <i>I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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>							
2	6.NS.C.5 <i>I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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>							
3	6.NS.C.5 <i>I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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.</i>							

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4	6.NS.C.7.B <i>I can write, interpret, and explain statements of order for rational numbers in real-world contexts.</i>							
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8	6.NS.C.5 <i>I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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>							
9a	6.NS.C.5 <i>I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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>							

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9b	6.NS.C.5 I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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.							
9c	6.NS.C.5 I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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.							
9d	6.NS.C.5 I understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature 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.							
10	6.NS.C.8 I can 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.							
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Simple Mistake: I wrote the wrong number or math problem; I did not listen or follow the directions correctly; My work was too messy to read or understand.

Math Mistake: I did not add, subtract multiply or divide correctly; I did not line up my digits, commas or decimal points.

Process Mistake: I did not follow the math properties or rules; I did not complete all of the steps or do them in order; I did not show my thinking of each step; I only did one step of a multi-step problem.

