

Ready[®] Florida MAFS



NOT FOR RESALE

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For the Teacher

What is *Ready*® *FSA Mathematics Assessments*?

Ready® *FSA Mathematics Assessments* focuses on the Mathematics Florida Standards (MAFS) that may be assessed on the Florida Standards Assessments (FSA). By completing this book, students develop mastery of the grade-level MAFS. To develop this mastery, students solve a variety of selected-response and constructed-response problems.

Ready FSA Mathematics Assessments—was developed to match the scope and depth of the FSA. Although *Ready Assessments* is print-based—compared to the online FSA—it matches the blueprint, range of item types, and rigor of the FSA. In addition, it includes innovative print-based item types that simulate technology-enhanced items that will appear on the FSA.

How does *Ready*® *FSA Mathematics Assessments* correlate to the MAFS?

The grade 6 student book has two assessments, each with 62 questions that address the five mathematics Reporting Categories assessed in grade 6:

- Ratio & Proportional Relationships
- Expressions & Equations
- Geometry
- Statistics & Probability
- The Number System

For more detailed information about how each *Ready FSA Mathematics Assessments* question correlates with the MAFS Reporting Categories as well as the Mathematics Florida Standards (MAFS), see the Florida MAFS Coverage by *Ready*® *Florida* (pages 13–17) and the *Ready*® *FSA Mathematics Assessments Answer Key and Correlations* (pages 18–21) charts.

Ready Teacher Toolbox

If you subscribe to *Ready Teacher Toolbox* (<http://www.teacher-toolbox.com/>), you can project *Ready Assessments* items in front of the class and review them together. You also have access to *Ready Instruction* lessons, Tools for Instruction, and Guided Interactive Tutorials.

When should I administer *Ready*® *FSA Mathematics Assessments*?

Use the two assessments throughout the year to benchmark student progress. Alternatively, you can use all or specific items of an assessment as homework or review of specific standards. Use the correlation charts beginning on page 13 to identify standard alignments for items.

How do I introduce my students to *Ready*® *FSA Mathematics Assessments*?

Let students know that this assessment may differ from assessments they've taken in the past. Tell students that they will need to answer two kinds of problems:

- Selected-response, which give a number of possible answers to choose from. Some problems may have five or more answers to choose from, and some will have more than one correct answer.
- Constructed-response, which ask students to write the answer. Some constructed-response problems have multiple parts.

See pages 4 and 5 for examples of these new item types. You may wish to walk students through each item type as a class before administering the assessments.

Provide each student with a test booklet, two sharpened pencils, and an eraser. Have students write their names on the inside front cover of their test booklet. Then have students read the To The Student section, paying particular attention to the tips for answering multiple-choice and multi-select problems.

Each assessment should be given in two sessions. Allow 80 minutes for each session.

Where do students record their answers?

Students should record their answers to constructed-response problems in their test booklets. For selected-response problems, you have two options:

- To more closely simulate the online testing experience, you may wish to have students answer all problems in their test booklets rather than using an answer form. If you choose this option, have students fill in the circle(s) for the letter (or letters) of the correct answer choice(s) in their test booklets.
- For ease of scoring, you may wish to have students answer selected-response problems on the answer form provided in the back of each test booklet. If you choose this option, have students carefully tear out their answer form and fill in their personal information.

Remind students that if they change an answer, they should fully erase their first answer.

What is the correction procedure?

Score the selected-response problems using either the Answer Key on pages 18–21 or the completed Answer Forms on pages 6 and 7 of this teacher guide. Score the constructed-response problems using the Answers to Constructed-Response Questions on pages 8–12.

Once students have covered a significant portion of the **Ready MAFS Instruction** program, you may wish to correct the assessment orally after completion. If so, review the answers, explaining concepts that students may not fully understand, and encourage them to discuss the thought process they used to answer the questions.

How should I use the results of *Ready*® FSA Mathematics Assessments?

Ready Assessments can be a useful diagnostic tool to identify standards that need further study and reinforcement. Use the **Ready Assessments** Answer Key and Correlations, beginning on page 18, to identify the standard that each problem has been designed to evaluate. For students who answer a problem incorrectly, provide additional instruction and practice through **Ready MAFS Instruction**. For a list of the MAFS that **Ready Assessments** assess, see the correlation chart beginning on page 13.

Which factors should I consider in preparing my students for the mathematics portion of the FSA?

A student's attitude toward test-taking can affect performance on tests. Test anxiety often decreases when students experience success with a format and content similar to that which appears on the actual test. Making sure that all students complete **Ready FSA Mathematics Assessments** with a feeling of accomplishment is an effective preparation for taking the mathematics portion of the FSA.

Innovative Item Type Examples

To familiarize students with the innovative item types in *Ready FSA Mathematics Assessments*, it may be especially helpful to display and review these examples:

- Multi-select: One or more answer choices may be correct. Multi-select items will have five or six answer choices.

9

Select all the numbers that are greater than 10.

- Ⓐ 9
 - Ⓑ 11
 - Ⓒ 3
 - Ⓓ 45
 - Ⓔ 0
 - Ⓕ 75
- Matching: Problems feature tables with data, numbers, expressions, or equations in row and column headers. Students mark Xs to match each row with the correct column.

9

Look at the number sentences in each row in the table below. For each number sentence, draw an X in the correct column to show whether the number sentence is greater than 5, equal to 5, or less than 5.

	Greater than 5	Equal to 5	Less than 5
$2 + 3$		X	
$4 - 1$			X
$6 + 4$	X		

- Hot Text: A partial graph, figure, or drawing is given, and students must complete it.

9

Ron has a blanket made of 8 equal square sections. The blanket is $\frac{3}{4}$ blue and $\frac{1}{8}$ green. The rest of the blanket is red. Write "Blue," "Green," or "Red" on each section of the figure below so that it represents Ron's blanket.

Blue	Blue	Blue	Red
Blue	Blue	Blue	Green

- Drag and Drop: Students use a list of numbers or symbols to fill in dashed-line boxes or circles to answer the problem.

9

Write numbers in the boxes and a symbol in the circle below to show a multiplication problem Sharon could use to help her solve the division problem $72 \div \square = 9$. Use numbers and symbols from the list on the right. You may use numbers more than once. There is more than one correct answer.

$$\boxed{8} \circledast \boxed{9} = \boxed{72}$$

6
8
9
17
72
144
+
-
×
÷

Ready® FSA Mathematics Assessments, Level 6
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 1

- | | | |
|-----------------------|---------------------|-------------------------|
| 1. ● (B) (C) (D) ● ● | 21. (A) (B) ● (D) | 42. (A) (B) ● ● (E) ● |
| 2. ● ● (C) ● (E) | 22. See page 9. | 43. See page 9. |
| 3. See page 8. | 23. See page 9. | 44. (A) ● (C) (D) ● (F) |
| 4. See page 8. | 24. See page 9. | 45. (A) (B) ● (D) |
| 5. See page 8. | 25. See page 9. | 46. (A) ● ● ● (E) (F) |
| 6. See page 8. | 26. (A) (B) ● (D) | 47. See page 9. |
| 7. See page 8. | 27. See page 9. | 48. (A) (B) (C) ● ● ● |
| 8. See page 8. | 28. See page 9. | 49. See page 9. |
| 9. ● (B) (C) (D) | 29. ● ● ● ● (E) (F) | 50. See page 10. |
| 10. See page 8. | 30. (A) ● (C) (D) | 51. See page 10. |
| 11. (A) ● (C) (D) ● | 31. (A) (B) (C) ● | 52. See page 10. |
| 12. See page 9. | 32. See page 9. | 53. (A) ● (C) (D) ● |
| 13. (A) (B) (C) ● | 33. See page 9. | 54. See page 10. |
| 14. (A) ● (C) (D) | 34. (A) (B) ● (D) | 55. See page 10. |
| 15. See page 9. | 35. (A) (B) (C) ● | 56. ● ● (C) ● (E) ● |
| 16. See page 9. | 36. See page 9. | 57. See page 10. |
| 17. (A) (B) (C) ● | 37. (A) ● (C) (D) | 58. ● (B) (C) ● (E) |
| 18. See page 9. | 38. See page 9. | 59. ● (B) (C) (D) |
| 19. ● ● (C) (D) ● (F) | 39. See page 9. | 60. See page 10. |
| 20. See page 9. | 40. See page 9. | 61. See page 10. |
| | 41. (A) ● (C) (D) | 62. (A) (B) ● (D) ● |

Ready® FSA Mathematics Assessments, Level 6
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 2

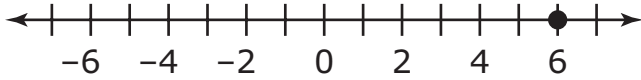
- | | | |
|------------------------|-------------------------|-----------------------|
| 1. (A) (B) (C) (D) ● ● | 21. See page 11. | 42. See page 11. |
| 2. (A) (B) (C) ● | 22. (A) ● (C) (D) ● | 43. See page 11. |
| 3. See page 11. | 23. See page 11. | 44. See page 12. |
| 4. See page 11. | 24. See page 11. | 45. See page 12. |
| 5. See page 11. | 25. (A) (B) ● (D) | 46. (A) ● (C) (D) |
| 6. See page 11. | 26. See page 11. | 47. See page 12. |
| 7. ● (B) (C) (D) | 27. ● (B) (C) ● (E) | 48. See page 12. |
| 8. See page 11. | 28. (A) (B) ● (D) | 49. See page 12. |
| 9. See page 11. | 29. See page 11. | 50. See page 12. |
| 10. See page 11. | 30. See page 11. | 51. See page 12. |
| 11. ● (B) ● (D) (E) | 31. ● (B) (C) (D) | 52. See page 12. |
| 12. See page 11. | 32. See page 11. | 53. (A) ● (C) (D) |
| 13. (A) (B) ● (D) | 33. ● (B) (C) (D) | 54. See page 12. |
| 14. (A) (B) (C) ● | 34. See page 11. | 55. (A) ● (C) (D) ● |
| 15. See page 11. | 35. See page 11. | 56. See page 12. |
| 16. See page 11. | 36. See page 11. | 57. (A) (B) ● ● ● (F) |
| 17. See page 11. | 37. ● ● (C) ● (E) (F) | 58. See page 12. |
| 18. ● (B) (C) (D) | 38. ● (B) (C) ● (E) | 59. See page 12. |
| 19. (A) ● (C) (D) | 39. (A) (B) ● (D) | 60. See page 12. |
| 20. See page 11. | 40. See page 11. | 61. See page 12. |
| | 41. (A) ● (C) (D) (E) ● | 62. See page 12. |

Answers to Constructed-Response Questions

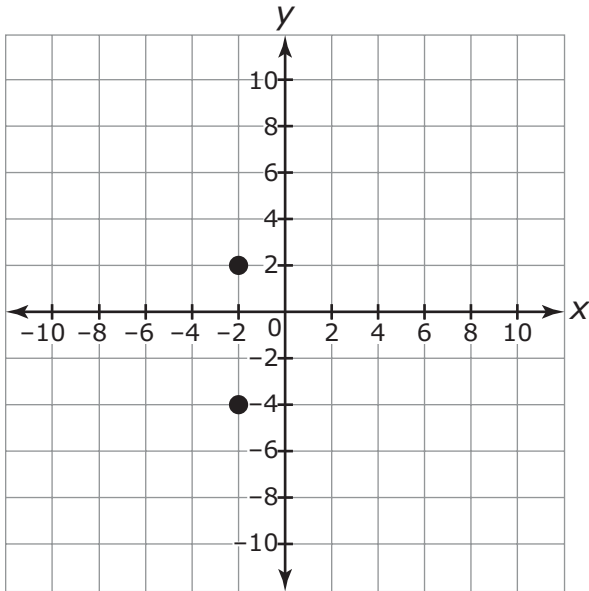
Assessment 1 pages 1–39

Assign 1 point for each Part, except where otherwise noted.

3. Part A:



Part B:

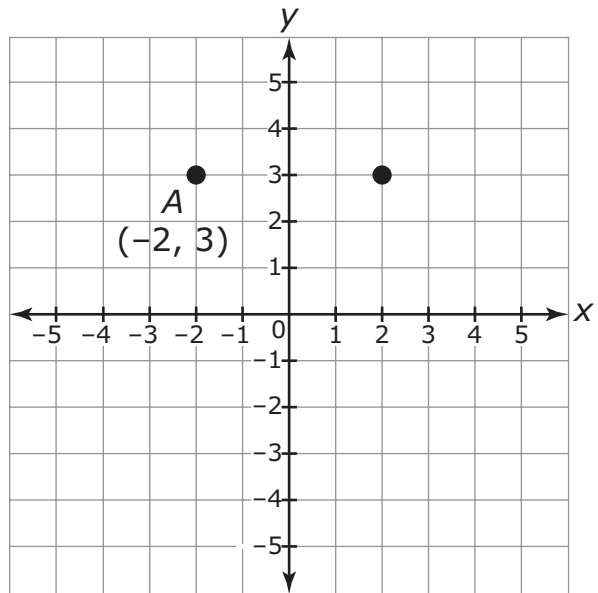


4. Part A: Possible inequality: $d \geq 85$

Part B: The inequality has an infinite number of solutions. This is because the value of d can be any number that is 85 or greater. For example, d could be 85, 100, or 5,000.

5. $\frac{6}{n} - 7$

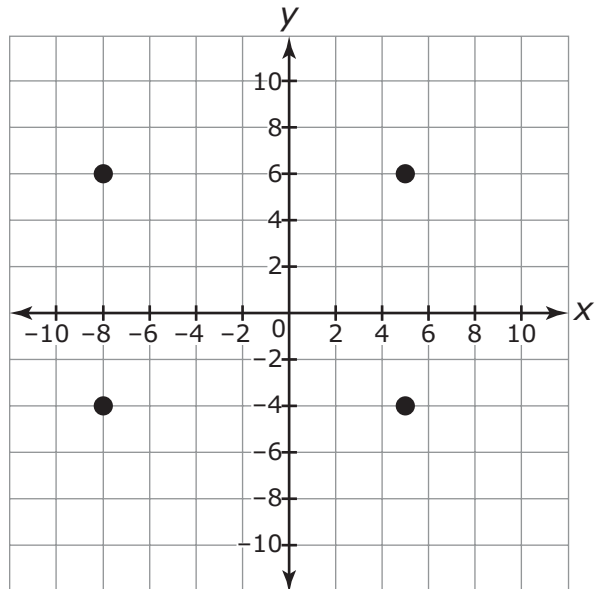
6.



7.

	3	6	12
24 and 36			X
12 and 48			X
18 and 42		X	
3 and 9	X		

8. Part A:

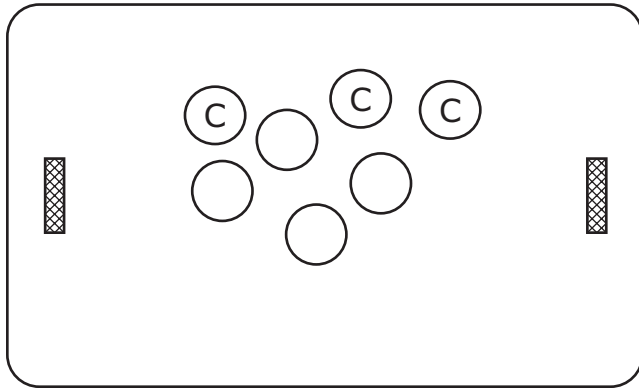


Part B: Length: 13 city blocks; Width: 10 city blocks

10. 123

12. Possible answer: No, the container was not full because the original amount is $\frac{3}{4}$ divided by $\frac{6}{7}$, which is less than 1.

15. Possible solution:



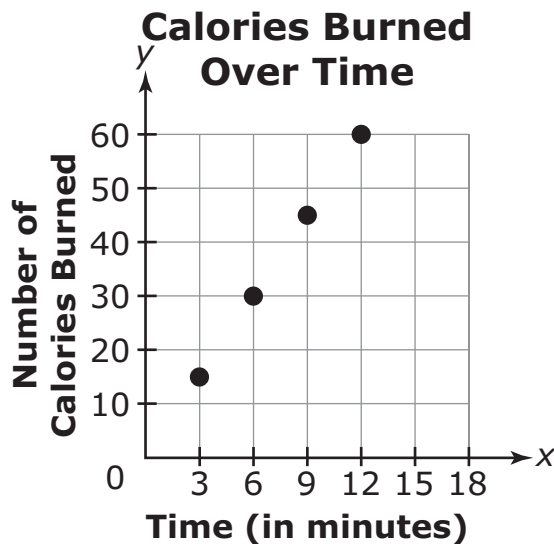
16. **Part A:** 20

Part B: Possible answer: The absolute value tells you that the temperature is 20 degrees from 0 degrees, or 20 units from 0 on a number line.

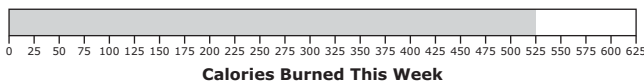
18. 292.9

20. **Part A:** Possible equation: $y = 5x$

Part B: Possible student graph:



Part C:



22. 0.013

23. $15\frac{1}{2}$ feet

24.

Hours	2	5	9	14
Cost (In dollars)	500	1,250	2,250	3,500

25. $(x - 65) - 4x$

27. 216

28. **Part A:** 3.9

Part B: Students must add a point on 0 and a point on 0, 1, 2, 3, 4, 5, 6, or 7.

Part C: Students must add any two points with values summing to 12.

32. 226.8

33. Possible equation: $26 + n = 47$

36. $4x + 12$ square units

38. Possible expression: $45 + 5w$

39.

Time (hours)	Distance (miles)
3	150
8	400
5	250
9	450
12	600

40. 36

43. **Part A:** Possible equation: $3b = 40.20$

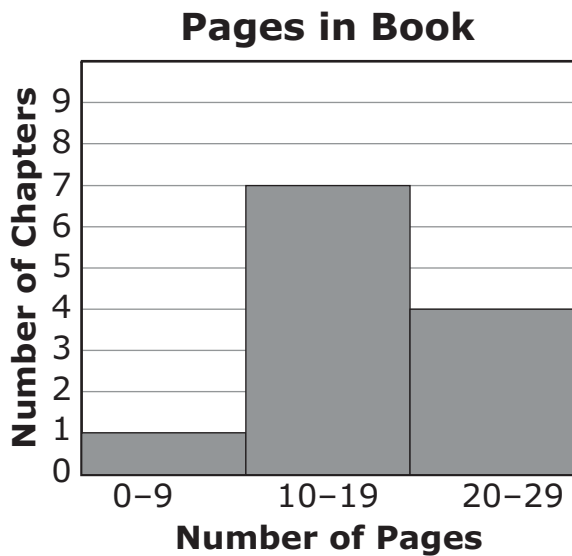
Part B: \$13.40

Part C: \$2.95

47. 26

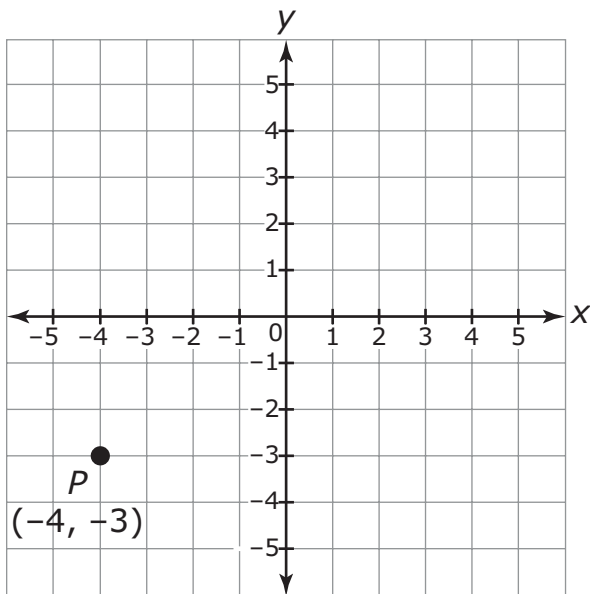
49. 144

50.



51. 68.5

52. *Part A:*



Part B: $(-4, -3)$

54. Point U can be any point with x -coordinate 14.

55. *Part A:* 58 inches

Part B: 109.22 centimeters

57. Possible answer: The deck is a large rectangle with a corner cut off. The large rectangle is 33 feet long and 22 feet wide. The corner is a right triangle that has a base of 9 feet and a height of 10 feet. The area of the deck is the difference between the area of the rectangle and the area of the triangle.

60. 24

61. *Part A:* 19.21

Part B: 21.87

Assessment 2 pages 40–79

Assign 1 point for each Part, except where otherwise noted.

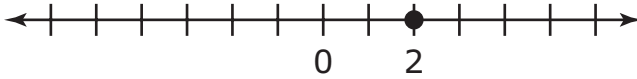
3. 3.99

4. **Part A:** (1, 1,200) and (2, 2,400)

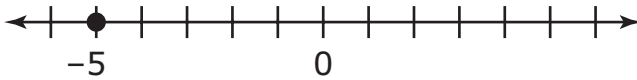
Part B: Possible equation: $p = 1,200t$

Part C: 9,600

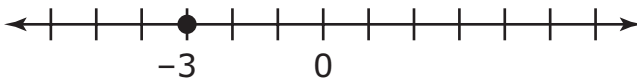
5. **Part A:**



Part B:



Part C:



6. **Part A:** $e = 10h$

Part B: 10

8. 224

9. $w \leq 100$ or $100 \geq w$

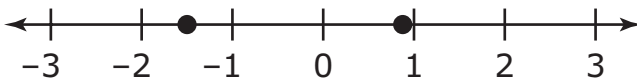
10. 14.86

12. **Part A:** 16, 8

Part B: 20, 2

15. 34

16.



17. 30

20.

	$x + 12$	$4(1 + 2x)$	$5x + 13$
$9 + 5x - 5 + 3x$		X	
$2x + 9 - x + 3$	X		
$7x + 5 - 2x + 8$			X

21.

Number of Cans Ordered	Cost (\$)
12	30
100	250
250	625

23. Possible coordinates for Point F: (0, 7), (1, 7), (2, 7), (3, 7), (4, 7), (5, 7), (6, 7), (7, 7), (8, 7), (9, 7), or (10, 7)

24. **Part A:** Possible equation: $20h = 255$

Part B: 12.75

26. 20

29. $\frac{3}{8}$

30. 2,250

32. 120

34. $6x + 24$

35. 25

36. **Part A:** 13

Part B: 18

Part C: 160

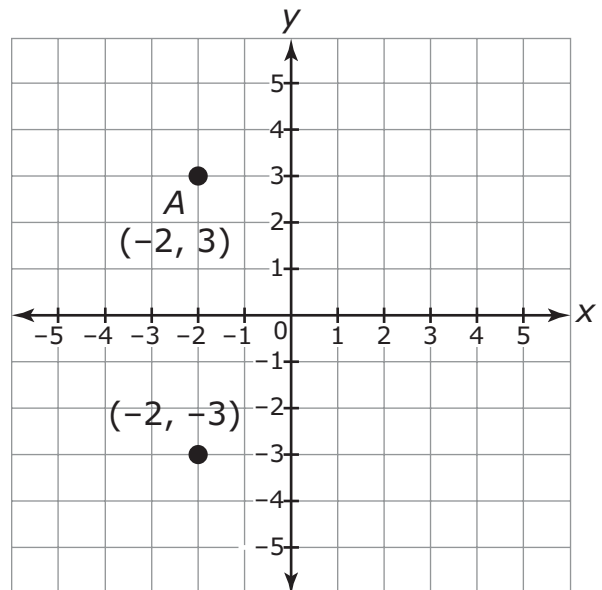
40. **Part A:** Students must plot a point at $(-3, -3)$.

Part B: 6

Part C: 2.5

42. Possible expression: $6(n + 7)$

43.



44.

Lowest	D
	C
	A
Highest	B

45. **Part A:** 4.5

Part B: 3

Part C: Possible answers: Students can plot data one data point on 0, 1, or 2 and the other at 6, 7, 8, or 9.

47. **Part A:** $x > 5$

Part B: Possible explanation: For $x = 5$ to be a solution to the inequality, $5 + 8$ must be greater than 13. It is not because it is equal to 13.

48. **Part A:** 8

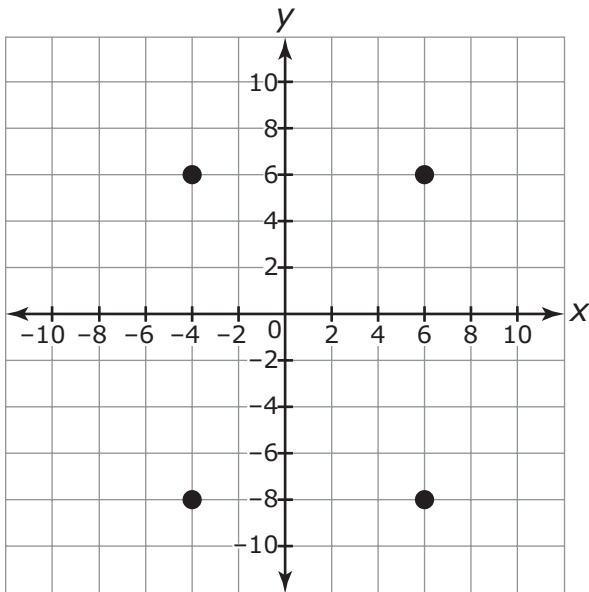
Part B: Student answers can include any three values that have a product of 8, where each value is a whole-number multiple of $\frac{1}{4}$.

49. Possible expression: $4n - 2$

50. 20

51. 23

52. **Part A:**



Part B: 10, 14 or 14, 10

54. Possible expression: $10z + 7$

56. **Part A:** 292.5

Part B: a line drawn at the mark for 1.5 inches

58. the length of one side of the mirror frame

59. the elevation of the base camp

60. Students must place a circle around 9 years on the dot plot.

61. **Part A:** 23.5

Part B: 22.5

62. 6,801.5

Correlation Charts

Florida MAFS Coverage by *Ready*® Florida

The chart below correlates each Mathematics Florida Standard to the *Ready*® Assessments item(s) that assess it, and to the **Instruction** lesson(s) that offer(s) comprehensive instruction on that standard. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Mathematics Florida Standards for Grade 6	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
Ratios and Proportional Relationships					
Understand ratio concepts and use ratio reasoning to solve problems.					
6.RP.1.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>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>	Major	15, 41	11, 55	1
6.RP.1.2	Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i>	Major	19, 47	19	2
6.RP.1.3	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.	Major	—	—	3, 4, 5
6.RP.1.3a	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.	Major	24	39, 44	3
6.RP.1.3b	Solve unit rate problems including those involving unit pricing and constant speed. <i>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>	Major	39	21	4
6.RP.1.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent.	Major	31	35, 46	5
6.RP.1.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Major	32, 55	30	4
6.RP.1.3e	Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.	Major	—	53	3

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

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Mathematics Florida Standards for Grade 6	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
The Number System					
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.					
6.NS.1.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?</i>	Major	12, 14	2, 28	6, 7
Compute fluently with multi-digit numbers and find common factors and multiples.					
6.NS.2.2	Fluently divide multi-digit numbers using the standard algorithm.	Additional	10	15	8
6.NS.2.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Additional	18, 51, 61	3, 10	9
6.NS.2.4	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. 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. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	Additional	7	13	11
Apply and extend previous understandings of numbers to the system of rational numbers.					
6.NS.3.5	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.	Major	2	59	12
6.NS.3.6	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.	Major	—	—	12, 14
6.NS.3.6a	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.	Major	3	5	12
6.NS.3.6b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Major	6, 52	43	14
6.NS.3.6c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Major	3	16, 40	14

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Mathematics Florida Standards for Grade 6		Content Emphasis	Ready® Florida		
			Assessments Item Number(s)		Instruction Lesson(s)
			Assessment 1	Assessment 2	
The Number System (continued)					
Apply and extend previous understandings of numbers to the system of rational numbers. (continued)					
6.NS.3.7	Understand ordering and absolute value of rational numbers.	Major	—	—	13
6.NS.3.7a	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>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>	Major	1	41	13
6.NS.3.7b	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i>	Major	13	1	13
6.NS.3.7c	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>	Major	9, 16	7	13
6.NS.3.7d	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>	Major	—	14	13
6.NS.3.8	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.	Major	3, 6, 52	40, 43	14
Expressions and Equations					
Apply and extend previous understandings of arithmetic to algebraic expressions.					
6.EE.1.1	Write and evaluate numerical expressions involving whole-number exponents.	Major	27, 56	37	15
6.EE.1.2	Write, read, and evaluate expressions in which letters stand for numbers.	Major	—	—	16
6.EE.1.2a	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i>	Major	5, 25	42, 49, 54	16
6.EE.1.2b	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>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>	Major	42	22	16

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Mathematics Florida Standards for Grade 6	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
Expressions and Equations (continued)					
Apply and extend previous understandings of arithmetic to algebraic expressions. (continued)					
6.EE.1.2c	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. 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>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>	Major	22, 40	38	16
6.EE.1.3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>	Major	36	12, 34	17
6.EE.1.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>	Major	17	20	17
Reason about and solve one-variable equations and inequalities.					
6.EE.2.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Major	29, 48	26, 47	18, 20
6.EE.2.6	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.	Major	38, 59	58	19
6.EE.2.7	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 all non-negative rational numbers.	Major	33, 43	6, 24, 29	19
6.EE.2.8	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.	Major	4	9	20
Represent and analyze quantitative relationships between dependent and independent variables,					
6.EE.3.9	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. <i>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>	Major	11, 20, 35	4, 31	21

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Mathematics Florida Standards for Grade 6	Content Emphasis	Ready® Florida			
		Assessments Item Number(s)		Instruction Lesson(s)	
		Assessment 1	Assessment 2		
Geometry					
Solve real-world and mathematical problems involving area, surface area, and volume.					
6.G.1.1	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.	Supporting	44, 57	8, 62	22
6.G.1.2	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. 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.	Supporting	23, 49	17, 32, 48, 56	25
6.G.1.3	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.	Supporting	8, 45, 54	23, 52	23
6.G.1.4	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.	Supporting	26	25	24
Statistics and Probability					
Develop understanding of statistical variability.					
6.SP.1.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>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.</i>	Additional	30, 58	18	26
6.SP.1.2	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.	Additional	46, 62	60	27
6.SP.1.3	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.	Additional	21, 53	36, 51, 57	27
Summarize and describe distributions.					
6.SP.2.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Additional	50	33	28
6.SP.2.5	Summarize numerical data sets in relation to their context, such as by:	Additional	—	—	29
6.SP.2.5a	Reporting the number of observations.	Additional	60	50	29
6.SP.2.5b	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Additional	37	—	29
6.SP.2.5c	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.	Additional	28	27, 45, 61	29
6.SP.2.5d	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.	Additional	34	27	29

The Standards for Mathematical Practice are integrated throughout the instructional lessons.

Ready® FSA Mathematics Assessments Answer Key and Correlations

The charts below show the answers to multiple-choice and multi-select items in the **Ready® FSA Mathematics Assessments** tests, plus the depth-of-knowledge (DOK) index, primary standard, secondary standard(s), and corresponding **Ready® Florida MAFS Instruction** lesson(s) for every item. Score 1 point for each multiple-choice item and 2 points for each multi-select item. For all constructed-response items, see scoring information in Answers to Constructed-Response Questions beginning on page 8. Use this information to adjust lesson plans and focus remediation.

Assessment 1						
Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
1	A, E, and F	2	5, 2	6.NS.3.7a	—	13
2	A, B, and D	2	2, 5	6.NS.3.5	—	12
3	See page 8.	2	8, 5	6.NS.3.6a, 6.NS.3.6c	6.NS.3.8	12, 14
4	See page 8.	3	2, 3, 6, 7	6.EE.2.8	—	20
5	See page 8.	2	5, 7	6.EE.1.2a	—	16
6	See page 8.	2	5, 8	6.NS.3.6b	6.NS.3.8	14
7	See page 8.	2	8	6.NS.2.4	—	11
8	See page 8.	2	1, 4, 5	6.G.1.3	—	23
9	A	2	2	6.NS.3.7c	—	13
10	See page 8.	1	8	6.NS.2.2	—	8
11	B and E	2	1, 2, 6	6.EE.3.9	—	21
12	See page 9.	3	3, 4, 6	6.NS.1.1	—	6, 7
13	D	2	2, 3, 5	6.NS.3.7b	—	13
14	B	2	4	6.NS.1.1	—	6
15	See page 9.	2	2	6.RP.1.1	—	1
16	See page 9.	3	2, 3, 6	6.NS.3.7c	—	13
17	D	2	7	6.EE.1.4	—	17
18	See page 9.	1	8	6.NS.2.3	—	10
19	A, B, and E	2	2	6.RP.1.2	—	2
20	See page 9.	2	2, 4, 6, 8	6.EE.3.9	—	21
21	C	1	4	6.SP.1.3	—	27
22	See page 9.	3	6, 7	6.EE.1.2c	—	16
23	See page 9.	2	1, 4, 5	6.G.1.2	—	25
24	See page 9.	2	2, 4, 5, 7, 8	6.RP.1.3a	—	3
25	See page 9.	2	8	6.EE.1.2a	—	16
26	C	2	1, 4, 5	6.G.1.4	—	24
27	See page 9.	1	6	6.EE.1.1	—	15
28	See page 9.	3	4	6.SP.2.5c	—	29
29	A, B, C, and D	2	5, 6	6.EE.2.5	—	18, 20
30	B	1	6	6.SP.1.1	—	26
31	D	2	2, 7, 5, 8	6.RP.1.3c	—	5
32	See page 9.	2	2, 6, 7, 5, 8	6.RP.1.3d	—	4
33	See page 9.	3	1, 2, 6, 7	6.EE.2.7	—	19
34	C	2	4	6.SP.2.5d	—	29
35	D	2	2, 4, 6, 8	6.EE.3.9	—	21

Assessment 1

Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
36	See page 9.	1	6, 7	6.EE.1.3	—	17
37	B	3	4	6.SP.2.5b	—	29
38	See page 9.	3	2, 6, 7	6.EE.2.6	—	19
39	See page 9.	2	2, 8, 5	6.RP.1.3b	—	4
40	See page 9.	2	3, 6, 7	6.EE.1.2c	—	16
41	B	2	2	6.RP.1.1	—	1
42	C, D, and F	1	8	6.EE.1.2b	—	16
43	See page 9.	2	1, 2, 4, 6, 7	6.EE.2.7	—	19
44	B and E	2	1, 2, 5, 7	6.G.1.1	—	22
45	C	3	1, 5	6.G.1.3	—	23
46	B, C, and D	2	4	6.SP.1.2	—	27
47	See page 9.	2	2	6.RP.1.2	—	2
48	D, E, and F	3	3, 5, 6	6.EE.2.5	—	18, 20
49	See page 9.	2	2	6.G.1.2	—	25
50	See page 10.	2	2, 5	6.SP.2.4	—	28
51	See page 10.	1	8	6.NS.2.3	—	10
52	See page 10.	2	5, 7, 8	6.NS.3.6b	6.NS.3.8	14
53	B and E	2	4	6.SP.1.3	—	27
54	See page 10.	3	1, 5	6.G.1.3	—	23
55	See page 10.	2	2, 4, 6, 7, 5, 8	6.RP.1.3d	—	4
56	A, B, D, and F	2	2, 7	6.EE.1.1	—	15
57	See page 10.	2	1, 2, 4, 5, 7	6.G.1.1	—	22
58	A and D	1	6	6.SP.1.1	—	26
59	A	2	2, 6, 7	6.EE.2.6	—	19
60	See page 10.	1	4	6.SP.2.5a	—	29
61	See page 10.	2	8	6.NS.2.3	—	9
62	C and E	2	4	6.SP.1.2	—	27

Assessment 2

Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
1	E and F	2	2, 3, 5	6.NS.3.7b	—	13
2	D	2	4	6.NS.1.1	—	7
3	See page 11.	2	8	6.NS.2.3	—	10
4	See page 11.	2	2, 4, 6, 8	6.EE.3.9	—	21
5	See page 11.	1	5	6.NS.3.6a	—	12
6	See page 11.	2	1, 6	6.EE.2.7	—	19
7	A	2	2	6.NS.3.7c	—	13
8	See page 11.	2	1, 2, 5, 7	6.G.1.1	—	22
9	See page 11.	2	2, 6, 7	6.EE.2.8	—	20
10	See page 11.	1	8	6.NS.2.3	—	9
11	A and C	2	2	6.RP.1.1	—	1
12	See page 11.	3	3, 6, 7	6.EE.1.3	—	17
13	C	3	8	6.NS.2.4	—	11
14	D	2	2, 5	6.NS.3.7d	—	13
15	See page 11.	2	8	6.NS.2.2	—	8
16	See page 11.	2	3, 5, 6	6.NS.3.6c	—	14
17	See page 11.	2	2	6.G.1.2	—	25
18	A	3	3, 6	6.SP.1.1	—	26
19	B	2	2	6.RP.1.2	—	2
20	See page 11.	3	3, 6, 7	6.EE.1.4	—	17
21	See page 11.	2	2, 8, 5	6.RP.1.3b	—	4
22	B and E	1	7	6.EE.1.2b	—	16
23	See page 11.	3	1, 5	6.G.1.3	—	23
24	See page 11.	2	1, 2, 4, 6	6.EE.2.7	—	19
25	C	2	1, 4, 5	6.G.1.4	—	24
26	See page 11.	2	5, 6	6.EE.2.5	—	18, 20
27	A and D	2	2, 4, 5	6.SP.2.5d	6.SP.2.5c	29
28	C	2	4	6.NS.1.1	—	6, 7
29	See page 11.	2	1, 2, 6	6.EE.2.7	—	19
30	See page 11.	2	2, 6, 7, 5, 8	6.RP.1.3d	—	4
31	A	2	2, 4, 6, 8	6.EE.3.9	—	21
32	See page 11.	2	2	6.G.1.2	—	25
33	A	2	2, 5	6.SP.2.4	—	28
34	See page 11.	2	7	6.EE.1.3	—	17
35	See page 11.	2	2, 7, 5, 8	6.RP.1.3c	—	5
36	See page 11.	3	3, 4, 6	6.SP.1.3	—	27
37	A, B, and D	1	8	6.EE.1.1	—	15
38	A and D	2	7	6.EE.1.2c	—	16
39	C	3	2, 4, 5, 7, 8	6.RP.1.3a	—	3
40	See page 11.	3	1, 2, 3, 5, 6	6.NS.3.6c	6.NS.3.8	14
41	B and F	2	2, 4, 5	6.NS.3.7a	—	13
42	See page 11.	2	5, 7	6.EE.1.2a	—	16
43	See page 11.	2	5, 8	6.NS.3.6b	6.NS.3.8	14

Assessment 2

Question	Key	DOK	SMP	Primary Standard	Secondary Standard(s)	Ready® Florida MAFS Instruction Lesson(s)
44	See page 12.	2	2, 4, 5, 7, 8	6.RP.1.3a	—	3
45	See page 12.	3	4	6.SP.2.5c	—	29
46	B	2	2, 7, 5, 8	6.RP.1.3c	—	5
47	See page 12.	3	3, 5, 6	6.EE.2.5	—	18, 20
48	See page 12.	2	1, 4, 5	6.G.1.2	—	25
49	See page 12.	2	1, 7	6.EE.1.2a	—	16
50	See page 12.	2	5, 6	6.SP.2.5a	—	29
51	See page 12.	2	1, 2, 6	6.SP.1.3	—	27
52	See page 12.	2	1, 4, 5	6.G.1.3	—	23
53	B	1	—	6.RP.1.3e	—	3
54	See page 12.	1	8	6.EE.1.2a	—	16
55	B and E	2	6, 7	6.RP.1.1	—	1
56	See page 12.	2	1, 4, 5	6.G.1.2	—	25
57	C, D, and E	1	—	6.SP.1.3	—	27
58	See page 12.	2	2, 6, 7	6.EE.2.6	—	19
59	See page 12.	2	7	6.NS.3.5	—	12
60	See page 12.	2	4, 7	6.SP.1.2	—	27
61	See page 12.	2	6	6.SP.2.5c	—	29
62	See page 12.	2	1, 2, 5, 7	6.G.1.1	—	22



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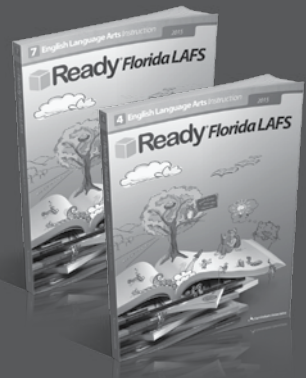
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