2023 *STAAR Released* Blueprint
Grade 6 Mathematics
Spring, 2023–2024

SE Descriptions	Reporting Category	TEKS/SE	R or S	No. of Items	% of Test
1. Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to identify a number, its opposite, and its absolute value.	1	6.2B	S	1	3%
2. Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to order a set of rational numbers arising from mathematical and real-world contexts.	1	6.2D	R	1	3%
3. Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to 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.	2	6.3B	S	1	3%
4. Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to represent integer operations with concrete models and connect the actions with the models to standardized algorithms.	2	6.3C	S	1	3%
5. Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to add, subtract, multiply, and divide integers fluently.	2	6.3D	R	2	6%
6. Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to multiply and divide positive rational numbers fluently.	2	6.3E	R	2	6%
7. Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates.	2	6.4B	R	2	6%

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8. Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to 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.	1	6.4F	S	1	3%
9. Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.	1	6.4G	R	2	6%
10. Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to convert units within a measurement system, including the use of proportions and unit rates.	3	6.4H	R	1	3%
11. Proportionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to 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.	2	6.5B	R	2	6%
12. Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to write an equation that represents the relationship between independent and dependent quantities from a table.	2	6.6B	S	1	3%
13. Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$.	2	6.6C	R	1	3%
14. Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to generate equivalent numerical expressions using order of operations, including whole number exponents, and prime factorization.	1	6.7A	R	1	3%
15. Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to distinguish between expressions and equations verbally, numerically, and algebraically.	1	6.7B	S	1	3%

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16. Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.	1	6.7D	R	1	3%
17. Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to 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.	3	6.8A	S	1	3%
18. Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes.	3	6.8B	S	1	3%
19. Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to 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.	3	6.8D	R	1	3%
20. Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to model and solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts.	2	6.10A	R	2	6%
21. Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to determine if the given value(s) make(s) one-variable, one-step equations or inequalities true.	2	6.10B	S	1	3%
22. Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.	3	6.11A	R	2	6%
23. Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to represent numeric data graphically, including dot plots, stem-and leaf plots, histograms, and box plots.	4	6.12A	S	1	3%

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24. Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to 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 the data distribution.	4	6.12C	R	1	3%
25. Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems. The student is expected to 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.	4	6.12D	R	1	3%
26. Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems. The student is expected to interpret numeric data summarized in dot plots, stem-and-leaf plots, histograms, and box plots.	4	6.13A	R	2	6%
27. Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to distinguish between debit cards and credit cards.	4	6.14B	S	1	3%
28. Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to describe the information in a credit report and how long it is retained.	4	6.14E	S	1	3%

Item Types by Point	1-point questions (MC & TE Items)	29		**R**	24	67%
	2-point questions (TE Items)	7	**Total**	**S**	12	33%
	Total	43		**All**	**36**	100%

Note: *R* = *Readiness Standard*, *S* = *Supporting Standard*. Percentages are rounded to the nearest whole number.

Reporting Categories: 1. Numerical Representations and Relationships
2. Computations and Algebraic Relationships
3. Geometry and Measurement
4. Data Analysis and Personal Finance