Rates and Percents

Quiz 2

Standards 6.RP.A.3a, 6.RP.A.3b, 6.RP.A.3c

Learning target I can apply the skills taught so far, show my reasoning, and check my answers.

Assessment 5 open-response questions. Questions 1–1 review Unit 3; the remaining 4 assess this unit. Review accounts for exactly 20% of questions and points.

Administration

0–5 minutes Distribute only the attached student assessment pages. Read directions and confirm students have pencils, rulers, and extra plotting paper when needed. Ask for calculations, models, labels, and explanations where requested.

5–30 minutes Students complete the quiz independently. Follow the course policy of doing arithmetic by hand unless an established classroom accommodation applies.

Final minutes Collect responses and ask students to note one item they want to revisit. Use the remaining time for guided correction and explanation after collecting the initial responses.

Scoring and Feedback

4 points each, 20 total: 2 for method or model, 1 for an accurate result, 1 for requested units, explanation, or check. For a simple item, the final point rewards clear notation.

Score prior-unit review separately from current-unit work. Accept equivalent exact answers and valid alternate methods. For drawings, use the coordinate, face, frequency, or summary information in the attached key to check the representation.

Suggested follow-up based on current-unit items: 80% or above, continue with brief corrections; 60–79%, provide targeted small-group support; below 60%, reteach with models. These are instructional suggestions, not state proficiency cut scores.

Likely misconceptions Watch rate units, reference wholes, and confusing percent with its decimal form.

Name _____ Date _____

Rates and Percents

Quiz 2

Standards assessed 6.RP.A.3a, 6.RP.A.3b, 6.RP.A.3c

Questions 1–1 review Unit 3 (20%). The remaining questions assess this unit. Show work, simplify exact answers, label units, and justify models or explanations. 4 points per question; 20 points total.

1. [Review] For every 2 tickets sold, a club earns $3. Make a table for 0, 1, 2, and 3 batches. Plot (tickets, dollars), label axes, and interpret (6, 9).

2. [Current unit] Pack A has 7 markers for $17.5; Pack B has 11 markers for $33. Find each unit price and the better buy.

3. [Current unit] Pack A has 4 markers for $6; Pack B has 9 markers for $18. Find each unit price and the better buy.

4. [Current unit] Write 15% as a simplified fraction and decimal.

5. [Current unit] Find 20% of 40. Then explain a mental-math or fraction strategy that checks your answer.

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Rates and Percents

1. (0,0), (2,3), (4,6), (6,9); 6 tickets earns $9
Reasoning Scale both quantities by each batch count; plot horizontal tickets and vertical dollars.

2. A $2.5/marker; B $3/marker; A is cheaper
Reasoning Divide each price by its marker count; compare 2.5 with 3.

3. A $1.5/marker; B $2/marker; A is cheaper
Reasoning Divide each price by its marker count; compare 1.5 with 2.

4. 3/20; 0.15
Reasoning 15% = 15/100 = 3/20; divide by 100 for 0.15.

5. 8
Reasoning 20/100 × 40 = 8.