

FINAL RECOMMENDATIONS  
Texas Essential Knowledge and Skills (TEKS)  
Mathematics, Middle School

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Prepared by the State Board of Education (SBOE) TEKS Review Committees

**Final Recommendations, October 2011**

In 2010-2011 the Commissioner’s Mathematics Advisory Group was convened to offer recommendations regarding the next generation of mathematics standards in Texas. *The Commissioner’s Draft of the Texas Mathematics Standards* reflects the recommendations of the Commissioner’s Mathematics Advisory Group and a panel of national advisors in mathematics. The SBOE-appointed mathematics TEKS review committees used *The Commissioner’s Draft of the Texas Mathematics Standards* as a starting point for their recommendations for revisions to the TEKS.

These proposed revisions reflect the recommended changes of the committees to the standards in *The Commissioner’s Draft of the Texas Mathematics Standards*. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~). Changes recommended based on a vertical alignment review are shown in brown font (additions or ~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

- BSG**—information added, changed, or deleted based on broad-strokes guidance from the SBOE
- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- ER**—information added, changed, or deleted based on expert reviewer feedback
- IF**—information added, changed, or deleted based on informal feedback
- MV**—multiple viewpoints from within the committee
- SBOE**—information added, changed, or deleted based on SBOE feedback
- VA**—information added, changed, or deleted to increase vertical alignment

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6P03	give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients, <del>(e.g., 2 inches per 3 seconds is equivalent to 2/3 inches per second)</del>	Format Examples moved to PD
	<u>represent ratios and percents with concrete models, fractions, and decimals</u>	Vertical alignment
6P08	represent benchmark <u>fractions and percents equivalents such as</u> (1%, 10%, 25%, 33 1/3%, and multiples of these values) using <u>10 x 10 grids</u> , strip diagrams, number lines, and numbers	
6P09	<u>generate identify equivalent forms of</u> fractions, decimals, and percents <u>using real world problems, including problems that involve money</u>	SB 290
<b>Knowledge and Skills Statement.</b> The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:		
6P04	represent mathematical and real world problems involving ratios and rates using <del>scale factors, tables, graphs, and proportions</del>	
<del>6P06</del>	<del>solve mathematical and real-world problems involving ratios and rates using scale factors, unit rates, tables, graphs, and proportions</del>	Covered in 7P04 ER – reduce 6 <sup>th</sup> grade content
<del>6P07</del>	<del>determine conversions within a measurement system, including the use of proportion and unit rates in mathematical and real-world problems</del>	Moved to 7 <sup>th</sup> grade
6P10	<u>solve</u> <del>determine solutions to</del> real-world problems, <del>finding the whole, given the part and the percent; finding the part, given the whole and the percent ; and finding the percent, given the part and the whole</del> <u>using concrete and pictorial models</u>	student need foundation before moving to abstract
	<u>use equivalent fractions, decimals, and percents to show equal parts of the same whole</u>	Readiness VA
<b>Expressions, Equations and Relationships</b> <span style="float: right;"><b>6A</b></span>		
<b>Apply and Extend Arithmetic to Expressions and Equations</b>		
<b>Knowledge and Skills Statement.</b> The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:		
6A01	<u>identify represent</u> independent and dependent quantities <u>from tables and graphs within a mathematical or real-world problem using variables</u>	VA
6A02	write an equation that represents the relationship between independent and dependent quantities <u>from a table within a mathematical or real-world problem</u>	ER, IF, VA
<del>6A03</del>	<del>represent mathematical and real-world problems with a rule equivalent to the form <math>y=kx</math> or <math>y=x+b</math></del>	Combined 6A03 and 6A04

































