CCSS INSTRUCTIONAL PRACTICE GUIDE: SUPPLEMENT FOR REFLECTION OVER THE COURSE OF THE YEAR

MATH — MATHEMATICS | K-8 — GRADES K-8 | Y — OVER THE YEAR

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Mathematics in grades K-8 look like in planning and practice over the course of the year. It is designed as a developmental tool for teachers and those who support teachers and can be used to guide planning and review practice over a semester or year. For all uses, refer to the CCSS for Mathematics (corestandards.org/math) and the grade-level content emphases (achievethecore.org/emphases).

The Shifts required by the Common Core State Standards for Mathematics are[1]:

1. Focus: Focus strongly where the Standards focus.
2. Coherence: Think across grades, and link to major topics within grades.
3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #1: The lessons and tasks students encounter reinforce focus[2] and coherence across and within grades.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Students spend the large majority of their time on the major work of the grade.	Notes:
B. When addressing supporting content, lessons and tasks reinforce the major work of the grade.	
C. Lessons and tasks are intentionally sequenced to help students develop increasingly sophisticated understanding, skills, and practices.	
D. Lessons and tasks cumulatively attend to the three aspects of rigor (conceptual understanding, procedural skill and fluency, application) with equal intensity. Note: Particular attention should be paid to this expectation within the major work of the grade.	
E. Students are not assessed on topics before the grade in which they first appear in the Standards for Mathematical Content.	

1 Refer to Common Core Shifts at a Glance (achievethecore.org/mathshifts) and the K-8 Publishers' Criteria for the Common Core State Standards for Mathematics (achievethecore.org/publisherscriteria) for additional information about the Shifts required by the CCSS.
2 Refer to www.achievethecore.org/focus for more information on focus as required by the CCSS.

Published 7.22.2013. Send feedback to info@studentsachieve.net

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #2: There is evidence of student mastery of the grade-level Standards for Mathematical Content and student progress on the Standards for Mathematical Practice.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher monitors and tracks students' progress toward mastery.	Notes:
B. The teacher regularly adjusts instruction based on evidence of student progress from student work and ongoing assessment.	
C. Students demonstrate increasing independence in applying the Standards for Mathematical Practice.	
D. Students demonstrate mastery of grade-level Standards for Mathematical Content.	

SHARED EXPECTATION: The teacher regularly and productively collaborates with other teachers to improve practice.[3]

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher collaborates to find and share high-quality problems and exercises (i.e., brief conceptual questions or problems, problems that develop students' skill and knowledge, and rich applications that center on the major work of the grade).	Notes:
B. The teacher collaborates to find or develop high-quality tasks and assessments, to examine student work, and to develop strategies to improve student learning.	
C. The teacher collaborates to improve practice through self-reflection and by observing and analyzing their own and their colleagues' practice.	

3 In upper grades, the mathematics department facilitates or requires this collaboration by regularly seeking to analyze evidence on the effectiveness of instruction in each course and for each sub-group of students and by making changes to improve effectiveness. For example, the mathematics department applies understanding of effectiveness to decisions about assignment of students and teachers to courses, course syllabi, instructional materials, and intervention and intensification programs for students who need extra support.

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