

GREEN FLAGS AND RED FLAGS FOR IMPLEMENTATION

The Common Core State Standards for Mathematics

GREEN FLAGS: We'll KNOW the CCSS for Math are being implemented when...	RED FLAGS: We should NOT see the following:
Focus: Place strong emphasis where the Standards focus	
<ul style="list-style-type: none"> <input type="checkbox"/> The content of instruction focuses on the identified standards for the grade level, with emphasis placed on the priority standards for the grade level. <input type="checkbox"/> Teachers select text(s) and resources for instruction based on the standards to be taught and assessed. <input type="checkbox"/> Students receive feedback about the concepts and skills they have learned and about their next steps. <input type="checkbox"/> Students are given the time to “make sense” of math lessons. <input type="checkbox"/> Students can justify why a particular math statement is true or where a mathematical rule comes from. <input type="checkbox"/> Students are encouraged to use precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are engaged with topics and activities unrelated to the concepts and procedures identified in the standards for their grade level. <input type="checkbox"/> Content and skills not in the CCSS are taught to “get students ready” for the next grade level or for middle school or high school. <input type="checkbox"/> Paper and pencil assessments are used predominantly. <input type="checkbox"/> Worksheets and workbooks are used extensively. <input type="checkbox"/> Students are rarely or never assessed formatively. <input type="checkbox"/> Students regularly and repeatedly refer to tables and aids to assist with computational procedures.

What do we need to KEEP DOING?	What do we need to STOP DOING?

GREEN FLAGS: We'll KNOW the CCSS for Math are being implemented when...	RED FLAGS: We should NOT see the following:
COHERENCE: Think across grades, and link to major topics in each grade	
<input type="checkbox"/> Standards are taught and assessed in ways that maintain their connection to the cluster and domain in which they appear in the CCSS. <input type="checkbox"/> Teachers use understanding of learning progressions presented from grade to grade in the CCSS to monitor students' progress, to provide scaffolding to support student learning, and to extend learning beyond grade level content, where appropriate. <input type="checkbox"/> Concepts and skills advance and deepen over time, within and across grades. <input type="checkbox"/> Students transfer knowledge and skills across concepts and within and across domains and learning progressions. <input type="checkbox"/> Major topics are linked within grades.	<input type="checkbox"/> "Crosswalks" of the CCSS are aligned grade by grade with the existing/former state standards. <input type="checkbox"/> Scope and sequence documents or curriculum maps replicate the table of contents of an existing mathematics textbook. <input type="checkbox"/> Standards are "broken apart" for instruction.

What do we need to KEEP DOING?	What do we need to STOP DOING?

GREEN FLAGS:

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RED FLAGS:

We should NOT see the following:

Rigor: In major topics, pursue with equal intensity: conceptual understanding, procedural skill and fluency, and applications

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| <ul style="list-style-type: none"> <input type="checkbox"/> Students are challenged to learn the content of mathematics at the level of rigor defined by the CCSS for their grade level. <input type="checkbox"/> In major topics, students pursue the following four aspects of mathematics with equal intensity: <ul style="list-style-type: none"> -- conceptual understanding, -- procedural skill, -- fluency, and -- application. <input type="checkbox"/> Students engage in authentic, real-life practice of skills and make use of those skills through extended application of math concepts. <input type="checkbox"/> Students develop deep conceptual understanding of the math concepts identified in the CCSS and are assessed to determine the extent to which they have attained the desired learning. <input type="checkbox"/> Students are efficient and accurate in performing foundational computational procedures without having to refer to tables and other aids. <input type="checkbox"/> Teachers help students to study algorithms as "general procedures" so they can gain insights to the structure of mathematics (e.g. organization, patterns, predictability) <input type="checkbox"/> Students are able to apply a variety of appropriate procedures <i>flexibly</i> as they solve problems. | <ul style="list-style-type: none"> <input type="checkbox"/> Students engage in memorization tasks without opportunities to develop deeper understanding of algorithms and when to use them. <input type="checkbox"/> Instruction moves quickly from one topic to another without necessary scaffolding and practice to build deep understanding. <input type="checkbox"/> Students are supplied with a problem and directed to the concept or procedure to use to solve the problem. <input type="checkbox"/> Mathematics instruction goes from explanation to independent practice with little or no opportunities for practice and feedback. |
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What do we need to KEEP DOING?**What do we need to STOP DOING?**

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Integrating the Standards of Mathematical Practices...

GREEN FLAGS: We'll KNOW the CCSS for Math are being implemented when...	RED FLAGS: We should NOT see the following:
Integration of the mathematical practice standards throughout instruction	
<input type="checkbox"/> The standards for mathematical practice are integrated with the teaching of math content standards, particularly those standards that begin with the word “understand.” <input type="checkbox"/> Students have opportunities on a regular basis to engage in mathematical tasks that require them to apply mathematical practices and use mathematical ideas in new situations, including in real life situations.	<input type="checkbox"/> The Standards for Mathematical Practice are taught as ends in themselves and are not connected to the focus of the content standards identified for the grade level.

What do we need to KEEP DOING?	What do we need to STOP DOING?

Resources

Briars, D. (2011) *Tools and Strategies for Considering Instructional Materials for Implementing the CCSS*. Accessed from http://www.lsri.uic.edu/ccss/ccss_bo_briars.pdf.

Carr, J. F. & Harris, D. E. (2001) *Succeeding With Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: ASCD.

Common Core State Standards Initiative. (2011) *Common Core State Standards: Mathematics Standards*. Accessed from <http://www.corestandards.org/>

EngageNY (2011) *Instructional Shifts for the Common Core*. Accessed from http://engageny.org/wp-content/uploads/2011/08/instructional_shifts.pdf.

Oregon Department of Education. (n.d.) *CCSS Toolkit: Math Teachers*. Accessed from <http://www.ode.state.or.us/search/page/?id=3426>.

Student Achievement Partners. (n.d.) *Key Instruction Shifts for the Common Core State Standards for Mathematics*. Accessed from <http://www.achievethecore.org/downloads/Math%20Shifts%20and%20Major%20Work%20of%20Grade.pdf>.

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Tri-State Collaborative (Massachusetts, New York, & Rhode Island) facilitated by Achieve with consultation from Student Achievement Partners. (April 12, 2012). *Tri-State Quality Review Rubric for Mathematics Lessons and Units, Version 2.0*. Accessed from <http://engageny.org/wp-content/uploads/2012/04/Tri-State-Math-Rubric-V2-04-12-2012.pdf>.