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| **Category** | **Standard Statement** | **Progress** | | | **Evidence/Comments** |
|  | **Common Core State Standards Statements** | **Not Yet** | **Just Starting** | **Yes** | **Evidence of Accomplishment** |
| **Basic Overview** | I have reviewed and read the Common Core State Standards for Math for my grade level(s). |  |  |  |  |
| I know where to access a copy of the Common Core State Standards for Mathematics, which includes both Content and Practice Standards. |  |
| I can explain the structure (domains, clusters, coding, and conceptual categories) in the Common Core State Standards for Mathematics (CCSSM). |  |
| I can describe what is expected of students, based on the Standards for Mathematical Practice, included in the Common Core State Standards for Mathematics. |  |
| **Foundational Knowledge** | I know the history of, and rationale for, development of the Common Core State Standards for Math. |  |
| I/We know how and where to access electronic resources and other resources for Common Core State Standards for Math. |  |
| I/We have identified professional development needs pertaining to Foundational Knowledge of Common Core State Standards for Math. |  |
| I am/we are aware of the Draft Progressions documents to support implementation of the Common Core State Standards for Math. |  |

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| **Category** | **Standard Statement** | **Progress** | | | **Evidence/Comments** |
|  | **Common Core State Standard Statements** | **Not Yet** | **Just Started** | **Yes** | **Evidence of Accomplishment** |
| **PARCC Assessment Overview** | I know what the Partnership for Assessment of Readiness for College and Careers (PARCC) is, and can explain our state's role in the partnership. |  |  |  |  |
| I know the timeline for PARCC Assessments to be rolled out. |  |
| I know how to access timely information on the PARCC website. |  |
| I/We are aware of the Model Content Frameworks and are using it to make grade-level decisions. |  |
| **District, School, and Classroom Implications** | I/We (as a team/department) have made a CCSSM implementation timeline. |  |
| I/We (as a team) have completed a gap analysis between current curriculum and the Common Core State Standards for Mathematics. |  |
| I/We (as a team) have identified professional development needs related to implementation of Common Core State Standards for Math. |  |
| I/We (as a grade level team) share teaching resources for implementing the Common Core State Standards for Mathematics. |  |
|  | I/We (as a grade level team) have aligned instructional resources with the Common Core State Standards for Math. |  |  |  |  |

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| **Category** | **Standard Statement** | **Progress** | | | **Evidence/Comments** |
|  | **Common Core State Standard Statements** | **Not Yet** | **Just** | **Yes** | **Evidence of Accomplishment** |

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| **Instruction** | I/We have begun collecting or designing a toolbox of formative assessments to monitor student understanding of mathematics. |  |  |  |  |
| We are currently using assessments that require students to use a variety of modalities. (Manipulative, picture, written symbols, symbolic representation, oral/written language, real-life situations). |  |
| I/We have begun collecting a toolbox of resources to increase focus, coherence and rigor. |  |
| **Professional Development** | I understand the key areas of focus. |  |
| I understand the key areas of coherence. |  |
| I understand the key areas of rigor in conceptual understanding. |  |
| I understand the key areas of rigor in procedural skill and fluency. |  |
| I understand the key areas of rigor in application. |  |