Standards Codes

For K–8 there are 11 Domains

CC = Counting and Cardinality,
OA = Operations and Algebraic Thinking,
NBT = Number and Operations in Base 10,
MD = Measurement and Data,
G = Geometry,
NF = Number and Operations-Fractions,
RP = Ratios and Proportional Relationships,
NS = Number System,
EE = Expressions and Equations,
SP = Statistics and Probability,
F = Functions.

The numbering system for K-8 is
Grade.Domain.Standard# For example: 2.MD.7

For High School there are 6 Conceptual Categories

Number and Quantity (N)
N-RN = The Real Number System
N-Q = Quantities
N-CN = The Complex Number System
N-VM = Vector and Matrix Quantities

Algebra (A)
A-SSE = Seeing Structure in Expressions
A-APR = Arithmetic with Polynomials and Rational Expressions
A-CED = Creating Equations
A-REI = Reasoning with Equations and inequalities

Functions (F)
F-IF = Interpreting Functions
F-BF = Building Functions
F-LE = Linear and Exponential Models
F-TF = Trigonometric Functions

Modeling (★)
Appear throughout the HS standards

Geometry (G)
G-CO = Congruence
G-SRT = Similarity, Right Triangles, and Trigonometry
G-C = Circles
G-GPE = Expressing Geometric Properties with Equations
G-GMD = Geometric Measurement and Dimension
G-MG = Modeling with Geometry

Statistics and Probability (S)
S-ID = Categorical and Quantitative Data
S-IC = Inferences and Justifying Conclusions
S-CP = Conditional Probability and Rules of Probability
S-MD = Using Probability to Make Decisions

The numbering system for HS is
Category.Domain.Standard# Examples: F.LE.2 or F.LE.1b

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Common Core State Standards for Mathematics – CCSSM

This card available for download at:
faculty.wiu.edu/JR-Olsen/wiu/common-core/front.html
By Jim Olsen

Standards for Mathematical Practice *Brief Form*

Students using these practices understand and apply mathematics with confidence. Therefore, the mathematical practices describe behaviors that we want all students to develop.

1 Make sense of problems and persevere in solving them.
►Find meaning in problems, ►Analyze, predict and plan solution pathways, ►Verify answers, ►Continually ask themselves: "Does this make sense?"

2 Reason abstractly and quantitatively.
►Make sense of quantities and their relationships, ►Use two complementary abilities: *decontextualize*–to abstract a given situation and represent it symbolically and manipulate the representing symbols, and *contextualize*–to pause during the manipulation process to consider the referents for the symbols involved, ►Create coherent representations.

3 Construct viable arguments and critique the reasoning of others.
►Understand and use information to construct arguments, ►Make and explore the truth of conjectures, ►Justify conclusions and respond to arguments of others.

4 Model with mathematics.
►Apply mathematics to problems in everyday life, society, and the workplace, ►Identify quantities in a practical situation, ►Interpret results in the context of the situation and reflect on whether the results make sense.

5 Use appropriate tools strategically.
►Consider the available tools when solving problems, including mental math, pencil and paper, concrete models, protractor, calculators, and other technological tools.

6 Attend to precision.
►Communicate precisely to others, ►Use clear definitions, ►State the meaning of symbols, and specify units, ►Label axes, ►Calculate accurately and efficiently.

7 Look for and make use of structure.
►Discern patterns and structures, ►Can step back for an overview and shift perspective, ►See complicated things as single objects or as being composed of several objects.

8 Look for and express regularity in repeated reasoning.
►When calculations are repeated, look for general methods, patterns and shortcuts, ►Maintain oversight of the process, while attending to the details, ►Evaluate whether intermediate results and answers makes sense.

The full version Mathematical Practices is on pages 6-8 of the Common Core State Standards for Mathematics. Available for download at: www.corestandards.org/

By Jim Olsen