

## Common Core Task Alignment Process

The Common Core Standards provide a consistent and clear expectation of what students are expected to know and do to succeed in college and careers. Aligning instructional materials to these standards ensures that our students are being taught and assessed on what they are expected to learn and know.

In this video, we'll introduce you to an alignment process in mathematics that allows you to examine the degree of alignment between a task and the Common Core Learning Standards. Before we start, take some time to become familiar with the Common Core Learning Standards and the Standards for Mathematical Practice at your grade level and at least one grade level above and below. For the task alignment rating process, you will need the Common Core Learning Standards, mathematical practice standards, steps for aligning mathematics task to CCLS, rating skills for content and performance, task to Common Core Learning Standards alignment recording sheet and the task you want to align. Other instructional materials such as the rubric and student for the task are also useful in fully examining the task's alignment.

There are five steps for aligning mathematics' task to the Common Core Learning Standards. Step one, work the task thoroughly. Step two, compare your work with the answer key or rubric. Step three, identify the content and performances required. Step four, match the content and performances to the Common Core Learning Standards. Step five, rate the alignment of the content and performances of the task to those stated in the Common Core Learning Standards.

Now, let's rate the alignment of the second grade mathematics task, Carol's Numbers, to the Common Core Learning Standards. Step one, work the task thoroughly. Working your task gives you insight into the content: what your students need to know; and the performance: what your students need to do to solve the task. While you work the task, think of all the possible strategies a second grader might use.

Please feel free to pause this video as you work the task. Now that you've had the chance to work the task independently, let's work the task together. Carol has three number cards. She has a four, seven and two. In question one of this task, we have to identify the largest three digit number Carol can make with her cards. This part of the task is assessing knowledge of place value within a three digit number. To identify the largest three digit number, we need to know that the location of each digit in the multi-digit number corresponds to a particular base 10 unit and that the location of the digit itself tells us how many 1s, 10s or 100s are in the number. With that understanding, we know that we have to place the largest digit, 7, in a hundreds place to create the largest number. We then place the second largest digit, 4, in the second place since this space represents the number of tens. Lastly, we would place the smallest digit, 2, in the last space which represents the number of 1s.

In question two, we have to use the same process to make the smallest number.

In question three, we have to determine where the number 85 would be on this number line and draw it there. In order to successfully place 85 on the number line we must be able to represent the whole number as a distance length from zero. However, we are also required to know that a number line diagram is made up of equally spaced points corresponding to the numbers zero to infinity where the numbers increase in value as you move to the right. Let's place 85 to the right of 42 because it's a larger number and about doubled its distance from zero.

For question four, we know that 21 is half of, and therefore halfway between, 0 and 42. For question five, we know to place 31 about halfway between 21 and 42. Let's write that explanation on the lines below.

Step two, compare your work with the answer key or rubric. Let's look at the answer key or rubric to check our answer and see if there are any alternate methods or strategies we may have missed.

Step three, identify the content and performances required. When we work the task, we got a sense of the content: what the students had to know, and the performance: what the students had to do. With that in mind, we can move on to step four: match the content and performance to the Common Core Learning Standards and the Standards for Math Practices. The standards addressed within this task are grade 2, number and operations base 10 standard 1, standard 3, standard 4; grade two measurements in data, standard 6; and standards from mathematical practices 1, 3 and 6.

Let's record the standards on our tasks to Common Core Learning Standards recording sheet. Now, that we've matched all of the content and performances of the task to the Common Core Learning Standards, we can move on to step five and rate their degree of alignment using the content and performance rating scale.

Let's work with standard 2NBT3 as an example. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Let's start off by identifying the content or what students have to know in this standard. It may be helpful to think of your content as the primary noun phrases in the standard. Here, we see the noun phrases "numbers to 1000".

Now, that we have identified the content, let's refer to the content and performance rating scale. This rating scale ranges from 3 to 0 with three meaning an excellent alignment, two meaning a good alignment, one meaning a weak alignment and zero meaning no alignment. Now, we have to decide the degree to which the task addressed the content in the standard "numbers to 1000". This task requires the student to know numbers that are within the range of up to 1000, therefore this task has an excellent content alignment and receives a rating score of 3. Great, let's move on to rate the performance alignment of the same standard.

When identifying the performances in a given standard it may be helpful to think of your performance as the verb phrases in the standard. In this case, they are "read and write numbers to 1000 using base-ten numerals, number names, and expanded form". The task requires students to read and write three digit answers for questions one and two and the two digit numbers for question three. However, this task cannot be rated as an excellent performance alignment because students were not required to exhibit all of the performances of this standard in the task, specifically to use expanded form. Therefore, it receives a 2 for good performance alignment instead of a 3 for excellent alignment.

We have demonstrated the content and performance alignment for one standard but you will need to repeat this process with the other identified Common Core Learning Standards on our 'task to CCLS' recording sheet.

Please note that when first norming around this process, it might be helpful for educators to rate content and performance alignment separately, as modelled in this video. Identifying whether a gap is in content or in performance targets where a task could be improved. However, as you become more familiar with this process, a single rating for both the content and performance alignment to the identified standards is acceptable.

Let's move on to rating one of the identified math practices for the task. The standards for mathematical practices are standards that describe important processes and proficiencies that mathematically proficient students will demonstrate. These standards are unique because they refer solely to performances and do not involve content. When rating the alignment of the math practices, we first identify what the task requires students to do.

Let's work with mathematical practice 3 as our example: construct viable arguments and critique the reasoning of others. The task required the students to explain their thinking and justify their solution. However, there is no requirement to critique the reasoning of others in the task and thus it's not an

excellent alignment. Therefore the task has a good alignment and receives a rating score of 2 for this mathematical practice.

When this process is complete, your ‘task to CCLS recording sheet’ should look similar to this. Now, that you’ve completed this five-step alignment process by thinking critically about your curriculum, instruction, and assessments, you can ensure that your students meet the rigorous new Common Core Learning Standards.