Considerations for analyzing the CCSS-HCPS III Crosswalk Documents
and K-8 Grade-band Domain Progressions for Mathematics

1. The accompanying Hawaii Department of Education (HIDOE) documents are based on the official Common Core State Standards (CCSS) for Mathematics document which can be accessed at http://www.corestandards.org/the-standards. The official CCSS document should be read to gain a more comprehensive understanding of the teaching and learning expectations presented in the attached HIDOE documents.

2. Each of the crosswalk documents begins with a "big picture" overview for the respective grade level. It is important to read and understand this overview before reviewing the actual standards.

3. Important features of the "big picture" overview.
    a. Domains
        i. Groups of related standards are organized into domains. Domains are overarching big ideas that connect topics across grades.
        ii. Standards from different domains may be closely related. This was done purposefully by the lead writing team to convey an internal coherence among the domains.
        iii. In Hawaii Content and Performance Standards (HCPS) III, the benchmarks were organized into larger categories called "strands." However, there are no strands in CCSS. With the transition to CCSS, what we used to call a *strand* will now be referred to as a "domain."

    b. Clusters
        i. Within a domain, smaller groups of related standards are organized into clusters. The clusters should inform teachers' instructional planning and design.
        ii. The cluster helps us to be mindful of the important mathematical ideas that we want to promote student understanding of. We don't want to simply teach to the standards (i.e., as if checking off a to-do list of tasks completed). Rather, we want to teach **THROUGH** the standards, using the specific learning expectations as building blocks for student understanding of significant mathematical ideas that will better prepare them for the mathematics they will be engaging with in subsequent grades.

    c. Standards
        i. The specific learning expectations for each grade level defining what students should understand and be able to do.
        ii. In HCPS III, the specific learning expectations were called "benchmarks." However, there are no benchmarks in CCSS. With the transition to CCSS, what we used to call a *benchmark* will now be referred to as a "standard."

d. Mathematical Practices
    i. The CCSS includes eight Standards for Mathematical Practice. These practices encompass both the mathematical process standards (i.e., the five NCTM process standards) and the strands of mathematical proficiency (as described in *Adding it Up*, a publication by the National Research Council), informing us of the broader learning goals that we should have for all students as they study mathematics throughout grades K-12.
    ii. The Mathematical Practices are based on what is known about how successful students approach and engage with mathematics, and thus, the type of expertise we want all students to develop over time.
    iii. Descriptions of the eight Standards for Mathematical Practice can be found in the official CCSS document (pages 6-8) which can be accessed at http://www.corestandards.org/the-standards.
    iv. "**Encouraging these practices in students of all ages should be as much a goal of the mathematics curriculum as the learning of specific content**."

e. Critical Areas of Focus
    i. Areas of emphasis are identified for each grade level. While the standards for each grade level represent the entire set of learning expectations for the respective grade, the *critical areas of focus* inform us of the important ideas that each grade level must take ownership of. In a very loose way, we can parallel this idea with the notion of text complexity for English Language Arts (i.e., at what level students should be reading at when they complete a particular grade).

4. The crosswalk documents show a mapping of the CCSS learning expectations to HCPS III benchmarks. This document will be updated with additional comments for each standard based upon documents currently being worked on by the writers of the Common Core mathematics standards as well as by national mathematics organizations (e.g., the National Council of Teachers of Mathematics).

5. The final page of the crosswalk document shows the mapping of HCPS III benchmarks to CCSS learning expectations.

6. The domain progressions for grades K-2, grades 3-5 and grades 6-8
    a. The accompanying documents titled, *CCSS Grade _____ Domain Progressions*, provide a grade-band view of the standards. This document should be used to articulate both within and across grade-level teams of teachers. It is important to take the time to collaboratively analyze how the learning expectations progress within a domain over several grade levels.