

Breaking Down a Mathematics Standard

KAS: _____

What is the domain/conceptual category/big idea?

Standards for Mathematical Practice

- [MP.1.](#) Make sense of problems and persevere in solving them.
- [MP.2.](#) Reason abstractly and quantitatively.
- [MP.3.](#) Construct viable arguments and critique the reasoning of others.
- [MP.4.](#) Model with mathematics.

- [MP.5.](#) Use appropriate tools strategically.
- [MP.6.](#) Attend to precision.
- [MP.7.](#) Look for and make use of structure.
- [MP.8.](#) Look for and express regularity in repeated reasoning.

Cluster: What is the broader understanding that the standard plays a role in building?

Standards

- Identify the target of the standard:
 - conceptual understanding
 - procedural skill/fluency
 - application

Consider how the target of the standard will have an impact on instruction and assessment. (For more information, refer to p. 7, 10 and 15 of *KAS for Mathematics*.)
- What key mathematics should students know and be able to do?

Clarifications

- What are the specific representations/strategies that will need to be considered when planning instruction?
 - What are the possible misconceptions that will need to be addressed during instruction?
- Coherence:** Previous Grade → Current Standard → Upcoming Grade
- How does this standard build off of prior learning?
 - How does this standard support future learning?
 - How does this standard connect to other standards (or even other clusters or domains)?

Attending to the Standards for Mathematical Practice

- How are students engaging in the mathematical practices as they learn this content? (For more information, refer to p. 12-15 of *KAS for Mathematics*.)

It is important to note that the statement *“The identified mathematical practices, coherence connections and clarifications are possible suggestions; however, they are not the only pathways.”* is written at the bottom of each cluster within the *KAS for Mathematics*. The standards revision team felt as though it was important to provide guidance for educators across the state, but also did not want to limit instructional opportunities by presenting what could be seen as an exhaustive list. The process of “unpacking” the standard presents an opportunity for you/your team to consider the following:

- In what additional ways might you/your team envision students engaging in the mathematical practices for this content standard? How does that vision impact instruction for this content standard?
- What are additional coherence connections (within or across grade levels) that you/your team notice for this standard? How do those connections impact instruction for this content standard?
- Include any notes you/your team might utilize internally to provide additional clarifications for this standard.

Next Steps to Consider:

To deepen discussion around what different stages of student mastery could look like, you/your team might look at samples of student work aligned to this standard. This might be an opportunity to utilize the [Assignment Review Protocol](#).