How is my child being assessed in these standards?

During the 2012-2013 school year, classroom teachers from across the district met monthly to identify what students should know, and be able to do, based on the Common Core State Standards for Mathematics (CCSSM). The district then selected Math Expressions to anchor the math program in grades K-5. The program provides a progression of teaching and learning that aligns with the CCSSM. Each unit contains assessments that measure student progress in relation to specific standards. Students will take assessments at the end of each unit, and teachers will review student data to ensure that students are meeting the CCSSM. Beginning in Grade 3, students will also complete a state assessment each year to determine how well they know the mathematics in the CCSSM at their grade level.

If you have more questions on the Common Core, please contact your child's teacher or the Instructional Services Department.

Thank you. We hope you found this information helpful in understanding how we are preparing your child for the future.

School District of Holmen-Instructional Services

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Visit the Common Core State Standards website at

www.corestandards.org

There you can find:

*The complete listing of the English Language Arts & Mathematics standards for each grade level.

*Which 45 of the 50 states have adopted the CCSS

*Resources

A Parent Guide to Understanding Common Core State Standards Report Card

Grade K

Mathematics

How do I use this booklet to help me understand my child's report card?

You may have noticed that our report card looks very different this year. The new elementary report card is a standards based report card, which means the grading categories are directly related to the state standards. This booklet contains the new standards adopted by the state. In each major concept area you will find the bold category headings which were selected for the report card. Here is an example of what you will see on the report card and how to find those standards in this document.

The Report Card:

Counting and Cardinality				
	T1	T2	T3	T4
Know number names and the count sequence				
Count to tell the number of objects				
Compare Numbers				

This booklet:

Counting and Cardinality

Know number names and the count sequence.

* Count to 10 by ones and by tens...

For even more information and to view a more in depth parent guide with sample questions, please visit:

www.holmen.k12.wi.us
Select the District tab-Instructional Services-Report Cards

Geometry—Continued

Analyze, compare, create, and compose shapes.

* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
* Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Mathematical Practice Standards

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Measurement & Data

Describe and compare measurable attributes.

* Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
* Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

* Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

* Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
* Correctly name shapes regardless of their orientations or overall size.
* Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

When did Wisconsin adopt these standards?

In June, 2010, Wisconsin adopted the internationally benchmarked Common Core State Standards for Mathematics & English Language Arts. Wisconsin also adopted Standards for Literacy in All Subjects.

These standards provide the framework for a new assessment system beginning in 2014-15.

Counting and Cardinality

Know number names and the count sequence.

* Count to 100 by ones and by tens.
* Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

* Understand the relationship between numbers and quantities; connect counting to cardinality.
  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  c. Understand that each successive number name refers to a quantity that is one larger.
* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

* Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
* Compare two numbers between 1 and 10 presented as written numerals.

Operations & Algebraic

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

* Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
* Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
* Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
* For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
* Fluently add and subtract within 5.

Number & Operations
Base Ten

Work with numbers 11–19 to gain foundations for place value.

* Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.