

CCSS Mathematics Quick Checks Grades 2-8

CCSS Mathematics Quick Checks are designed for use by classroom teachers to measure the level of student understanding of grade-level concepts defined by the Common Core State Standards.

Mathematics Quick Checks are aligned to groups of instructionally complementary standards identified in the CCSS as clusters. The technical skills, procedures, applications, and understandings described in the standards in a cluster are all related to the same underlying mathematical concept, such as understanding place value or measuring and estimating lengths in standard units. The standards are assessed together to highlight the underlying concepts.

A Mathematics Quick Check assessment consists of 4 to 7 items that assess a single cluster of related standards. The items may be selected response, short constructed response, or extended constructed response. Every Quick Check has at least one constructed response item. Quick Checks are designed to be embedded into classroom instruction, normally taking 15 to 30 minutes. There are two equivalent Quick Checks for every cluster.

Each selected response item and short constructed response item is aligned to one common core standard and assigned a depth of knowledge (DOK) level. Extended constructed response items may be aligned to more than one standard or the cluster as a whole. The accompanying teacher rationale document indicates the standard and DOK level associated with each item. Each selected response item has rationales written for the correct answer and all distractors. Distractors are designed to help teachers look for consistency in student errors. Common errors can be targeted in follow-up activities. Scoring rubrics are included for all constructed response items. Constructed response items allow teachers to assess communicating reasoning, making sense of and solving problems, and the development of other mathematical practices.

CCSS Mathematics Quick Checks Grade 8 (Accelerated Grade 7)

The CCSS has identified an accelerated pathway to support Algebra 1 instruction in grade 8. Some standards that occur in grade 8 should be taught in an accelerated grade 7 program to prepare students for Algebra 1. The Quick Checks associated with these standards are identified in the title as Grade 8 (G7 accelerated).

CCSS Mathematics Quick Checks for High School

Creating useful Quick Checks for the High School content described in the CCSS poses different challenges than grades 2-8. In grades 2-8 each quick check targets a content cluster, a group of conceptually related standards. Assessing at the cluster level provides information that is specific enough to support instruction while maintaining the coherence of the CCSS. In high school, assessing at the cluster level would not always provide instructionally relevant information.

The high school content is organized by broad topic not by course or grade level. Within each topic there are Domains, Clusters, and Standards as in grades K-8. There are two main challenges posed by the organization of the HS content; 1) some clusters and standards include content appropriate for multiple courses, 2) the conceptual underpinning of the content cluster may be beyond the scope of a particular course. To address these challenges the organization of the high school quick checks is different than the 2-8 quick checks.

In Appendix A, there are recommendations about which cluster, standards, and parts of standards should be included in each unit of each course. There are also two distinct course pathways; 1) the traditional pathway of Algebra I, Geometry, Algebra II, and 2) the integrated pathway of Math I, Math II, and Math III. There are Quick Checks to support both pathways. For each cluster, there is a Quick Check for each unit in every course in which the cluster is included. For example, there are five Quick Checks aligned to the cluster F-IF.B Interpret Functions that arise in *Applications in Terms of the Context*:

1. One for Algebra I, unit 2
2. One for Algebra I, unit 5
3. One for Algebra II unit 3
4. One for Math II unit 2
5. One for Math III unit 4

This coverage model is especially easy to implement for districts using the recommended course structures. The Quick Checks are easily adapted to alternate course structures by using them in different orders or combinations. The coverage model is designed for the flexibility to support a variety of course structures and pacing, while maintaining the rigor, coherence, and focus of the CCSS.