

## Task To CCLS Alignment Recording Sheet

NYC Task Description	Aligned CCLS Content and Practice Standards	Content Rating	Performance Rating	Alignment Comments (Standards selection, partial alignments, reasons for rating, etc)	Task Comments (Strengths, weaknesses, possible improvements, effectiveness, etc)
<i>Carol's Numbers</i>	<b>2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones...	<b>3</b>	<b>3</b>	For parts 1 and 2 the student must understand the value of a 3-digit number and compare the three possible numbers. The special cases are not specifically addressed but would not be required to be for every task aligning to this standard stem.	
	<b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names and expanded form	<b>3</b>	<b>2</b>	Students must read and write the 3-digit answers for parts 1 and 2 and the 2-digit numbers for part 3. They do not need to use expanded form for this task.	
	<b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundred, tens, and ones digits, using $>$ , $=$ and $<$ symbols...	<b>3</b>	<b>2</b>	Comparison of the three possible 3-digit numbers is necessary for parts 1 and 2. However the use of comparative symbols is not required.	
	<b>2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to...	<b>3</b>	<b>2</b>	Part 3 requires that students place 2-digit numbers on a number line, estimating the distances from zero. Sums and differences are not required for this task.	
	<b>MP 1</b> Make sense of problems and persevere in solving them.	N/A	<b>3</b>	For this task students analyze givens, constraints, relationships, and goals. They must make conjectures about the form and meaning of the solution and plan a solution pathway. They must estimate and judge reasonableness of solutions, especially for part 3.*	
	<b>MP 3</b> Construct viable arguments and critique the reasoning of others.	N/A	<b>2</b>	Students are required to explain their thinking and justify their solution. There is no requirement to critique the reasoning of others.	
	<b>MP 6</b> Attend to precision.	N/A	<b>3</b>	This task requires that students communicate precisely as they explain/justify their solution.	