The steps in the protocol outlined below are designed to support a team of educators as they assess the alignment of performance tasks and rubric to the Common Core Learning Standards (CCLS) for Mathematics.

**Steps for Aligning Mathematics Tasks and Rubrics to the Common Core Learning Standards (CCLS)**

*Before starting alignment work you must become familiar with the CCLS, and specifically the 8 Common Core Standards for Mathematical Practice and the CCLS for your grade level. It is also important to have an understanding of the CCLS requirements for at least one grade level above and one grade level below.*

**Step 1. Work through the task thoroughly.** While you work through the problem(s) think about how the students in your grade level would approach the task making notes about all possible strategies they might use, the content addressed, and performances required. (Include in your note-taking your thoughts on the other four dimensions of the rubric as this will save you time later in the review process.)

**Step 2. Compare your work with the answer key, scoring guidelines, rubric and other instructional support materials (may include examples of student work).** Use the support materials to help you identify what you can expect to see and evaluate directly and what may be inferred, alternate solution methods and/or strategies, and content or performances you may have missed in your own work.

**Step 3. Identify the content and performances required.** Make sure the specific content addressed and performances required are clearly identified, including those that would be used in the alternative strategies you noted in Step 2. Focus on what is actually REQUIRED in the task.

**Step 4. Match the content and performances to the CCLS.** Match the processes required in the tasks and instructional support materials to the relevant Standards for Mathematical Practice. Look through the grade level CCLS for complete and partial matches for both content and performance. Where there are partial matches, underline the parts of the standards that are addressed in the task and highlight those parts that are not.

**Step 5. Rate the alignment of the content and performances of the task and rubric to those stated in the CCLS.** Use the rating scale below to rate the degree of alignment between the content and performances addressed in the tasks and rubric and each grade level CCLS & Mathematical Practice identified in Step 4. Mathematical practices do not contain content, thus, content will not be considered/rated when looking at the Practices. *Note: When first norming around this process, it might be helpful for educators to give separate ratings for content and performance alignment to the grade level CCLS. . Identifying whether a gap is in content and/or performance will help more specifically identify where a task could be improved/revised*. *However, as you become more familiar with this process, a single rating for both the content and performance alignment to the grade level CCLS may be equally as helpful in identifying the gaps.*

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| **Alignment of Math Task and Rubric Expectations to the CCLS for Mathematics** | | |
| 3 | Excellent | Content and performances addressed in the identified standard is completely addressed in the task and rubric. |
| 2 | Good | This rating is used for a partial match when content and performance addressed in the task and rubric is consistent with the most critical content and performance of the identified CCLS. However, supporting content and performance of the CCLS may not be addressed (possibly by design). |
| 1 | Weak | This rating is used for a partial match when the most critical content and performance addressed in the identified CCLS is NOT addressed in the task and/or rubric. However, some supporting content and performance of the CCLS is addressed in the task. |
| 0 | No Alignment | None of the content and performances addressed in the task or rubric match the content/performance of the identified CCLS. (Delete this CCLS from the list of standards identified as aligned with the task). |