

Since the Wyoming State Board of Education has agreed to adopt the Common Core State Standards as part of the Wyoming Content and Performance Standards, this document creates a bridge between what is tested on PAWS and what is taught in the Common Core Math Standards. This is necessary because Wyoming students will continue taking the PAWS, which is based on the 2008 Wyoming math standards, while districts transition to the Common Core State Standards (which will be tested in 2014 or 2015).

For grades K-8 and high school, the knowledge and skills defined in the 2008 Wyoming Content and Performance Standards and the PAWS Assessment Descriptors were compared with those specified in the Common Core Math Standards. Some knowledge and skills were found at the same grade level, some were found in lower grade levels, some were found at higher grade levels, and some were not found at all.

The information is provided in two formats. The first summarizes the information in a three-column chart that maps the Wyoming benchmarks to the Common Core Standards and indicates whether the match occurs within the same grade, at previous grades or at later grades/not at all. The second chart provides a detailed picture of the match between the Wyoming Content and Performance Standards (or Assessment Descriptors) and the Common Core State Standards. Since grades K-2 do not have Assessment Descriptors, the Wyoming Content and Performance Standards were used; for 3rd grade on, the PAWS Assessment Descriptors have been used. The Standards and/or Assessment Descriptors are color coded as follows:

- Yellow indicates skills found in preceding grades. These are things that eventually will not need to be taught at that grade level because students will master them at lower levels when the Common Core Standards are fully implemented.
- Red indicates skills that are found in higher grades or skills that are not addressed by the Common Core Standards. To adequately prepare students for the PAWS, these skills will need to be taught at the grade level until students no longer need to take PAWS.
- Blue indicates skills that need to be taught as long as PAWS is given because they are in the PAWS assessment descriptors and may be included in the test even if they are not a direct match to the benchmarks.
- Purple (unusual) indicates skills that are found in both preceding grades and higher grades. (E.g. 07.2.3 Wyoming Geometry Standard maps partly to grade 4 and partly to grade 8 in the CCSS.)

To facilitate the use of this document, the following are examples of the notation used:

- Wyoming Content and Performance Standards
 - **03.1.2** ⇒ Grade: **3**, Standard: **1**(Number and Operations), Benchmark: **2**(Students compare and order whole numbers up to 9,999.)
 - **07.3.5** ⇒ Grade: **7**, Standard: **3**(Measurement), Benchmark: **5**(Students calculate the areas of triangles and trapezoids)
 - **11.5.4** ⇒ Grade: **11**, Standard: **5** (Data Analysis and Probability), Benchmark: **4** (Students determine, collect, organize, and analyze relevant data needed to make conclusions.)
- Common Core State Standards (K-8 by grade level)
 - **K.CC.1** ⇒ Grade: **K**indergarten, Domain: **C**ounting and **C**ardinality, Standard: **1** (Count to 100 by ones and by tens.)
 - **5.NBT.4** ⇒ Grade: **5**, Domain: **N**umber & Operations in **B**ase **T**en, Standard: **4** (Use place value understanding to round decimals to any place.)
 - **6.EE.1** ⇒ Grade: **6**, Domain: **E**xpressions & **E**quations, Standard: **1** (Write and evaluate numerical expressions involving whole-number exponents.)
 - **8.G.6** ⇒ Grade: **8**, Domain: **G**eometry, Standard: **6** (Explain a proof of the Pythagorean Theorem and its converse.)
- Common Core State Standards (High School by Domain and Strand)
 - **N.RN.2** ⇒ Domain: **N**umber & Quantity, Strand: The **R**eal **N**umber System, Standard: **2** (Rewrite expressions involving radicals and rational exponents using the properties of exponents.)
 - **A.APR.1** ⇒ Domain: **A**lgebra, Strand: **A**rithmetic with **P**olynomials & **R**ational Expressions, Standard: **1** (Understand that polynomials form a system analogous to the integers, . . .)
 - **S.ID.1** ⇒ Domain: **S**tatistics & Probability, Strand: **I**nterpreting Categorical & Quantitative **D**ata, Standard: **1** (Represent data with plots on the real number line (dot plots, histograms, and box plots.)

It is also important to note that the 8 Mathematical Practices which are part of the CCSS are just as important as the Content Standards and are referenced as Core Practices in this document.

Sixth Grade

(Use in conjunction with 2008 Wyoming Standards and Common Core State Standards)

{Wyoming Standards \Rightarrow where in CCSS this is addressed}

- “Not Taught in Common Core At or Below This Grade Level” means these skills will need to be taught as long as students are required to take PAWS.
- “Taught at Lower Grade Levels” means students will need to be taught these skills until all grade levels have “caught up” with the CCSS.
- “Taught at this Grade Level,” means CCSS and PAWS match.

Number and Operations		
Skill 1: Understand Meaning of Arithmetic Operations and Make Reasonable Estimates		
Skill 2: Understand Ways to Represent Numbers, Relationships Among Numbers and Number Systems		
<i>Not Taught in Common Core At or Below this Grade Level:</i> 6.1.6 (converting between mixed numbers and improper fractions; simplifying fractions and mixed numbers, representing fractions as part of a set) \Rightarrow Not addressed in CCSS	<i>Taught at Lower Levels:</i> 06.1.1 \Rightarrow 4.NBT.2, 4.NF.2, 5.NBT.3 06.1.4 \Rightarrow 5.NBT.7 (decimals only), Core Practice #6 6.1.6 (fractions as division of whole numbers) \Rightarrow 5.NF.3 6.1.6 (equivalent fractions) \Rightarrow 4.NF.1 6.1.6 (rounding decimals) \Rightarrow 5.NBT.4 6.1.6 (converting decimals to fractions) \Rightarrow 4.NF.6	<i>Taught at this Grade Level:</i> 6.1.6 (percentages) \Rightarrow 6.RP.3 06.1.3 \Rightarrow 6.NS.5, 6
Skill 3: Develop the Connection Between Conceptual Understanding and Computational Proficiency		
<i>Not Taught in Common Core At or Below this Grade Level:</i>	<i>Taught at Lower Levels:</i> 06.1.2 \Rightarrow 5.NBT.6, 7 06.1.4 \Rightarrow 5.NBT.7 (decimals only), Core Practice #6	<i>Taught at this Grade Level:</i>

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Geometry		
Skill 1: Specify Locations and Describe Spatial Relationships Using Coordinate Geometry and Other Representation Systems		
<i>Not Taught in Common Core At or Below this Grade Level:</i>	<i>Taught at Lower Levels:</i> 06.2.1\Rightarrow3.G.1; 4.G.1, 2; 5.G.2, 3, 4	<i>Taught at this Grade Level:</i>
Skill 2: Analyze the Characteristics and Properties of Two- and Three- Dimensional Geometric Shapes		
<i>Not Taught in Common Core At or Below this Grade Level:</i> Attributes of circles not addressed in CCSS until High School CCSS does not classify triangles as scalene, isoscescles and equilateral at this point.	<i>Taught at Lower Levels:</i> 06.2.1\Rightarrow3.G.1; 4.G.1, 2; 5.G.2, 3, 4	<i>Taught at this Grade Level:</i> 06.2.1\Rightarrow6.G.4
Skill 3: Apply Transformations and Use Symmetry to Analyze Mathematical Situations		
<i>Not Taught in Common Core At or Below this Grade Level:</i>	<i>Taught at Lower Levels:</i> 06.2.2\Rightarrow6.G.8, 8.G.2, 3 06.2.3\Rightarrow4.G.3, 5.G.3, 4, Core Practice #6	<i>Taught at this Grade Level:</i>

Measurement		
Skill 1: Understand Measurable Attributes of Objects and the Units, Systems and Processes of Measurement		
<i>Not Taught in Common Core At or Below this Grade Level:</i> 06.3.1\Rightarrow7.G.1(Scale Drawing)	<i>Taught at Lower Levels:</i> 06.3.1\Rightarrow2.MD.1, 3 06.3.2\Rightarrow4.MD.1 06.3.3\Rightarrow4.MD.1 (CCSS does not address customary units of capacity (teaspoons, tablespoons, cups, pints, quarts, and gallons) 06.3.4\Rightarrow5.MD.1	<i>Taught at this Grade Level:</i>
Skill 2: Apply Appropriate Techniques, Tools, and Formulas to Determine Perimeter, Area, or Volume		
<i>Not Taught in Common Core At or Below this Grade Level:</i> 06.3. 5\Rightarrow7.G.1 (scale factor) Attributes of three-dimensional figures are not addressed in CCSS at this level.	<i>Taught at Lower Levels:</i> 06.3.5\Rightarrow3.MD.8 (perimeter)	<i>Taught at this Grade Level:</i> 06.3.5\Rightarrow6.G.1 (area)

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Algebra		
Skill 1: Understand Patterns, Relations, and Functions		
<i>Not Taught in Common Core At or Below this Grade Level:</i>	<i>Taught at Lower Levels:</i> 06.4.1\Rightarrow4.OA.5 (patterns)	<i>Taught at this Grade Level:</i> 06.4.1\Rightarrow6.EE.9 06.4.2\Rightarrow6.RP.3
Skill 2: Use Mathematical Models to Represent and Understand Quantitative Relationships		
<i>Not Taught in Common Core At or Below this Grade Level:</i>	<i>Taught at Lower Levels:</i> 06.4.3\Rightarrow5.G.2(Coordinate Graphing)	<i>Taught at this Grade Level:</i> 06.4.3\Rightarrow6.EE.6

Data Analysis and Probability		
Skill 1: Collect, Organize, and Display Relevant Data to Answer Questions and Use Appropriate Statistical Methods to Analyze the Data		
<i>Not Taught in Common Core At or Below this Grade Level:</i> CCSS does not address stem-and-leaf plots, Venn diagrams, line graphs, the concept of mode, and choosing appropriate displays, scale increments, titles, labels, scales and intervals for graphs	<i>Taught at Lower Levels:</i>	<i>Taught at this Grade Level:</i> 06.5.1\Rightarrow6.SP.1, 2, 3, 4, 5 (Bar graphs are addressed in third grade: 3.MD.3)
Skill 2: Develop and Evaluate Inferences and Predictions That Are Based on Data		
<i>Not Taught in Common Core At or Below this Grade Level:</i> 06.5.2\Rightarrow7.SP.5, 6, 7, 8	<i>Taught at Lower Levels:</i>	<i>Taught at this Grade Level:</i>