



Associate Commissioner
Office of Curriculum, Assessment, and Educational Technology

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TO: District Superintendents
Superintendents of Public and Nonpublic Schools
Principals of Public, Charter, and Nonpublic Schools

FROM: Ken Wagner
Associate Commissioner for Curriculum, Assessment, and Educational
Technology

SUBJECT: Grades 3-8 Mathematics Testing Program Guidance:
September-to-April / May-to-June Common Core Learning Standards

As you know, the Grades 3-8 English Language Arts (ELA) and mathematics tests administered in April 2013 will be based on the New York State Common Core Learning Standards (CCLS). In order to assist schools and districts in the curriculum planning process for this April 2013 administration, the Department has developed the following guidance for the Grades 3-8 Mathematics Testing Program. Schools and districts are encouraged to use this guidance when reviewing local curricula and in designing their Grades 3-8 instructional programs.

The attached **draft**¹ document lists Common Core Learning Standards by grade level, provides the content emphases for each standard, and categorizes each standard as aligned with the September-to-April (“September-April”) or May-to-June (“May-June”) time periods. The content emphases agree with those in the PARCC Model Content Frameworks (available at www.parcconline.org), and are included to help educators understand the emphases in the Standards at each grade level. Aligning standards to each time period will help educators understand what content will appear on the 2013 test administration and what content will appear on the following year’s test. In other words, the Grade 4 Mathematics test could include any of the May-to-June content standards in Grade 3 and any of the September-to-April content standards in Grade 4.

The “Standards for Mathematical Practice” (see pages 5-7 at http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsmath.pdf) describe the mathematical skills that should be developed in students in all grade levels. Because these practices should be integrated into all content standards throughout the school year, they are not listed as a part of this September-to-April / May-to-June program guidance. However, it is recommended that educators particularly focus on practice standard MP.3, “Construct viable arguments and

¹ The final version of this document will be distributed in early fall as part of the 2013 Grades 3-8 ELA and Mathematics Test Guide.

critiquing the reasoning of others,” as this practice standard has implications for math teaching generally.

For more information on the New York State Common Core Learning Standards and the standards for mathematical practice, see *New York State P-12 Common Core Learning Standards for Mathematics*, available on [EngageNY.org](http://engageNY.org) at <http://engageNY.org/resource/new-york-state-common-core-standards-for-math>. More information on the content emphases for the mathematics learning standards is available at <http://engageNY.org/resource/math-content-emphases>. The Mathematics Toolkit contains additional resources at <http://engageNY.org/resource/math-toolkit>. *The K-8 Publishers’ Criteria for the Common Core State Standards for Mathematics* contains a valuable discussion of the Standards, including their emphasis on mathematical reasoning (MP.3), and can be found at http://corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf.

If you have any questions about the New York State Common Core Learning Standards, please contact the Office of Curriculum, Instruction and Standards at emscurric@mail.nysed.gov. If you have any questions about the Grades 3-8 ELA and mathematics assessments, please contact the Office of State Assessment at emscassessinfo@mail.nysed.gov.

We appreciate your efforts and look forward to further collaboration as the new Standards are implemented during the 2012-13 school year. Thank you for your hard work and support in maintaining the rigor and integrity of New York State’s curriculum and assessment programs.

Attachment