

Learning Progression Built for the Common Core

Introducing Core Progress™ Learning Progression for Math—Built for the Common Core State Standards.

Educators across the country are now being challenged to determine whether their students are on track to become college and career ready. Fortunately, there are exciting changes in Renaissance Learning's STAR Math Enterprise™ assessment that now make it easier for educators to meet that challenge.

The new Core Progress™ Learning Progression for Math—Built for the Common Core State Standards can now help educators understand their students' mastery of skills associated with the Common Core State Standards (CCSS). This learning progression has been built specifically to mirror the Common Core. By using the data provided by STAR™, educators can adjust instruction to help each and every student master the CCSS and become college and career ready.

Under K-8, opening the skill called "Determine the unknown in a division equation" reveals Instructional Resources, plus the Common Core State Standard addressed by the skill. Cluster, Skill Area, and other information is also available to educators.

Core Progress Learning Progression [Learn more](#)

K-8

3 **Operations and Algebraic Thinking:** Students represent and solve multiplication and division problems involving all four operations, using different strategies. They can fluently multiply and divide within 100 involving all four operations, using different strategies. They can fluently divide whole numbers with remainders. They identify and explain patterns in arithmetic.

3 [Relate counting to addition and subtraction using numbers within 20](#)

3 [WP: Determine the operation needed for a given situation](#)

3 [WP: Determine a multiplication or division sentence for a given situation](#)

3 [Add within 20 by decomposing a number leading to 10](#)

3 **» Determine the unknown in a division equation**

Instructional Resources	Worked Example	Skill Probes	Khan Academy®	Performance Tasks
Standard(s)	3.OA.A.1			
Cluster	Represent and solve problems involving multiplication and division. (Major)			
Skill Area	Whole Numbers: Addition and Subtraction			
Standards for Mathematical Practice	1, 2, 4, 8			
Terminology and concepts	dividend, divisor, quotient, basic facts, divide			
Skills needed for this objective	know basic facts; divide a 1- or 2-digit number by a 1-digit number			
Prerequisite terminology, concepts, and skills	Divide using basic facts; basic facts, divide			
ELL Support	Have students use connecting cubes to model the division problem $12 \div 4$; Have students explain their <i>thinking</i> and actions as they divide 12 by 4. Encourage students to use the terms <i>divisor</i> and <i>quotient</i> in their explanation			

Prerequisite Skills
Grade 3 » Fluently divide within 100

[Go to suggested skills](#)

Under Instructional Resources, Skill Probes help educators determine students' skills mastery at grade level. Educators review the assessed skill and see a Worked Example of the skill. This helps educators determine a student's level of mastery on each particular math skill.

Skill Probes

Skill
Determine the unknown in a division equation

Select Probe

[Example\(s\)](#)

Subtract fractions unlike denominators; Selected Response; Constructed Response; Depth of Knowledge 3
[Student](#) | [Teacher](#)

[Close](#)

Worked Examples and 3rd-Party Resources help educators gauge progress toward mastery of the Common Core.

The new Core Progress Learning Progression for Math—Built for the Common Core State Standards can now help educators understand and measure students' mastery of skills associated with the CCSS. In addition to Skill Probes, the Instructional Resources within this learning progression also include Worked Examples and 3rd-Party Educational Resources.

Locate a fraction on a number line

Which shape on the number line shows $\frac{2}{5}$? Explain how you chose.

Answer Key

The shape on the number line that shows $\frac{2}{5}$ is the triangle.

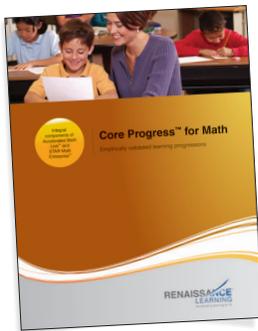
Sample student responses:

- I chose the triangle because you would have to divide the 1 whole on the number line into 5 equal parts. Since there are 10 sections, each part would have to have 2 sections. If you put 2 parts together that is the same as 4 sections. The triangle is above the 4th mark.
- I chose the triangle because it shows $\frac{4}{10}$. That is the same as $\frac{2}{5}$.

Opening Worked Examples reveals an example of how to "locate a fraction on the number line." The Answer Key gives educators possible correct answers they should expect from students who are mastering this particular math skill.

We'll help you prepare for the Common Core.

Renaissance Learning™ is ready to help educators transition to Common Core State Standards by bridging assessment and instruction like never before. Implementing STAR Math Enterprise and its Core Progress Learning Progression for Math—Built for the Common Core State Standards will assure educators that their students will become college and career ready.



Suggested Skills

Class or Group: **Grade 4, Mr. DeMarco's Class 2012-2013**

View: **Nevill, Logan** | 1 Student(s), Scaled Score: 540 | View Performance Tasks

Use trend score for suggested skills

Core Progress Learning Progression

K-8

Operations and Algebraic Thinking

Khan Academy Videos

All Khan Academy content is available for free at www.khanacademy.org

Select Video

- Multiplication 3: 10, 11, 12 times tables
- Multiplication and division word problems

Third-party educational resources link to videos that directly relate to the skills being presented within the learning progression.

Request this FREE white paper. **Call (800) 338-4204.**