

**Identifying the Major Work of Each Level (Answer Sheet)**

CCR Level	Which of the following represent areas of major focus for the indicated level?		
<b>Level A</b>	Compare numbers to 100. yes	Write 2-digit whole numbers in expanded form. yes	Understand meaning of subtraction as the inverse of addition. yes
	Read a calendar, a thermometer, and a digital clock. No - Activity	Measure lengths by iterating units. yes	Create and extend patterns and sequences. No - Activity
<b>Level B</b>	Use arrays to better understand multiplication. yes	Count by 5s, 10s, and 100s. Yes (CCR Level B, first standard under "Number and Operations")	Identify line of symmetry in 2-dimensional figures. No – But needs deeper understanding of geometry than is identified in Level B <b>It is not MAJOR Work for level.</b>
	Multiply and divide within 100. yes	Solve problems involving time intervals to one-half hour. No - Activity	Develop understanding of fractions as numbers. yes
<b>Level C</b>	Draw polygons in the coordinate plane. Yes, penultimate CCR Level C Geometry standard. <i>We had discussion about the word "Draw" but didn't get a clear answer (Used for problem solving)</i>	Understand place value to 1,000,000. Yes	Convert between units in a single measurement system. No
	Use a line plot to display measurements collected as data. Yes, CCR Level C Measurement and Data standard under "Represent and Interpret Data"	Decompose 3-D shapes to find the volume of right rectangular prisms. Yes, CCR Level C Measurement and Data standard, bulleted under last one.	Compute using all four operations with fractions and decimals. Yes, this is pretty much the focus of the whole CCR Level C standards under "number and Operations"
	Categorize quadrilaterals based on the side lengths and angle measures. <i>This is in CCR Level B Geometry, under "Reason with Shapes and Their Attributes".</i>	Create and analyze numerical patterns and relationships. No – this is a lower level <i>Not MAJOR Work at any level.</i>	Determine if a 2-dimensional figure has a line of symmetry. <i>No, it is not MAJOR Work for level.</i>
<b>Level D</b>	Use ratio reasoning to solve problems. Yes	Locate ordered pairs in the coordinate plane. Yes	Model bivariate data using a linear equation. Yes
	Extend the number system to include complex numbers. No	Understand the concept of a function. Yes, first CCR Level D Function standard	Understand and apply the Pythagorean theorem. Yes

	Calculate with and compare integers. Yes	Describe situations using algebraic expressions. Yes	Generate the prime factorization of numbers to solve problems. No
<b>Level E</b>	Translate between forms of a linear equation. Yes	Use trigonometric relationships to solve right triangle problems. <b>NO</b> – Trigonometry is not covered anywhere in CCRS	Use polar coordinates. (Yes for STEM; CCR Appendix E) <b>NO</b> – not in CCR
	Solve quadratic inequalities. No, only linear inequalities are included in CCR.	Apply linear and quadratic functions to real-world applications. Yes	Create a linear equation to represent a data set. Yes
	Apply logarithmic functions to real-world situations. No, logarithms are not in CCR as Major Work for sure. Rationale for CCR inclusion of F.IF.7 “While it was agreed that, at a minimum, all students should have a deep understanding of linear, quadratic and exponential functions, panelists’ opinions differed with respect to which of the other functions should be addressed. They agreed that adult educators should select the appropriate functions from the following list to meet the needs of their individual students: square root, cube root, step, piecewise, absolute value, higher-order polynomial, rational and logarithmic.”	Compare and order square roots, some of which are irrational. <b>Yes</b>	Use trigonometric functions to model real-world situations. No

*Level E is Collegate*

*Follow-up Discussion Questions:* At your table, discuss ways you could respond if someone asks you the following questions: “Why focus? There’s so much math that students could be learning; why limit them?”