



New York State Common Core Algebra I Standards Clarifications

In January 2011, the NYS Board of Regents adopted the NYS P-12 Common Core Learning Standards (CCLS), which include the Common Core State Standards and a small number of additional unique standards added by New York State. The CCLS were created through a collaborative effort on behalf of the National Governor's Association Center for Best Practices and the Council of Chief State School Officers. The standards were developed by key stakeholders in the field, including teachers, school administrators, and content experts.

The main design principles in the NYS CCLS for Mathematics standards are focus, coherence, and rigor. These principles require that, at each grade level, students and teachers direct their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned.

A Story of Functions, the curriculum overview for grades 9-12 found on the EngageNY website (<http://www.engageny.org>), provides an overview of the academic year for grades 9 through 12 including curriculum maps and detailed grade-level descriptions. The footnotes in this document help to clarify some standards and, in cases where a standard is shared between Algebra I and Algebra II, indicate what is appropriate for the Algebra I level. In an effort ensure that the standards can be interpreted by teachers and effectively utilized to inform classroom instruction, several additional standards of the Algebra I curriculum have been identified as needing some clarification. These clarifications are outlined below.

Note: It is anticipated that more standard clarifications will be added to the list as feedback and requests for additional guidance are received.

Clarifications

N.Q.3

The greatest precision for a result is only at the level of the least precise data point (example: if units are tenths and hundredths, then the appropriate level of precision is tenths).

Calculation of relative error is not included in this standard.

A.SSE.1a

The “such as” listed are not the only parts of an expression students are expected to know; others include, but are not limited to, degree of a polynomial, leading coefficient, constant term, and the standard form of a polynomial (descending exponents).

A.SSE.2

Does not include factoring by grouping and factoring the sum and difference of cubes.

A.SSE.3a

Includes trinomials with leading coefficients other than 1.

A.REI.4

Solutions may include simplifying radicals.

S.ID.6a

Includes the use of the regression capabilities of the calculator.

S.ID.6b

Includes creating residual plots using the capabilities of the calculator (not manually).

S.ID.6c

Both correlation coefficient and residuals will be addressed in this standard.