



All Common Core State Standards for Mathematics are related to at least three domains of the mathematics Asia Society Performance Outcomes.

categories consider degree of alignment, whether the CCSS builds upon and is enhanced by the ASPO, and the degree to which the ASPO is a necessary or important factor in teaching the CCSS.

All CCSS Standards for Mathematical Practice are related to at least three domains of the mathematics ASPO. These relationships have different levels of intensity as indicated by the coding categories, but there is no CCSS content that does not relate to the ASPO. In general, the nature of the relationship is complementary. Students who master the Asia Society's global competencies in mathematics would be expected to significantly increase mastery of the CCSS. Conversely, students who master the CCSS Standards for Mathematical Practice would be better prepared to master the ASPO in mathematics.

Overall, the study finds that the ASPO do relate to the Common Core State Standards. This study also reveals the absence of global competence considerations in the CCSS. This absence emphasizes the added value that the Asia Society global competence framework. The primary difference between the two standard systems is in the Take Action dimension of the ASPO. Overall, the CCSS inconsistently address the ability of students to reflect on their learning and to develop a position of advocacy or action. Lower levels of alignment with the Take Action dimension reinforce the primary distinction between the ASPO and the CCSS. The former focuses on creating globally competent adults able to take action to address global issues. The latter focuses on creating high school graduates able to succeed in credit bearing entry-level college coursework. This study indicates that the knowledge and skills necessary for college and career success are addressed by the ASPO, but the ASPO add an activist dimension not present in the CCSS.

## Asia Society Performance Outcomes and the Common Core State Standards: Areas of Greatest Alignment in Math

The purpose of the Common Core State Standards (CCSS) crosswalk analyses was to understand ways in which the Asia Society Performance Outcomes (ASPO) for mathematics relate to Common Core State Standards for Mathematical Practice. The methodology employed for this study allowed reviewers to consider the ways in which the ASPO may be present when the content knowledge described by the CCSS is taught and learned.

Each relationship "intersection" was coded into one of four potential categories (see Table 1). The categories suggest the intensity and depth of the connection between each ASPO and each CCSS included in the crosswalk. The

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A crosswalk is a means to examine relationships by arraying two sets of statements in a matrix format and then examining the intersection of each element of each statement in a unique cell. The relationship represented by that cell is then coded based on a system designed to produce insight into how two sets of statements interact with one another. Table 1 explains the coding system used for this investigation

Table 1: ASPO/CCSS Crosswalk Codes

4	There is a direct alignment between the ASPO statement and the CCSS; mastery of the CCSS requires the ASPO
3	There is a partial direct match between the ASPO and the CCSS; mastery of the CCSS requires the ASPO, but the ASPO alone is not sufficient for mastery of the CCSS
2	Mastery on the CCSS does not require the ASPO, although possessing the ASPO is expected to significantly increase mastery of the CCSS
1	The ASPO would be expected to be found when the CCSS was taught or learned
	The ASPO may or may not be expected to be found when the CCSS was taught or learned

ASPO = Asia Society Performance Outcomes  
CCSS = Common Core State Standards

The crosswalks on the following pages represent the ASPO dimensions' alignment to the Common Core State Standards for Mathematical Practices.

Table 2: Crosswalk of Asia Society Math Performance Outcomes to Common Core State Standards for Mathematical Practices

Common Core Mathematical Practices						
	Mathematical Practices					
Asia Society Mathematics Performance Outcomes	Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	Construct viable arguments and critique the reasoning of others.	Model with mathematics.	Use appropriate tools strategically.	Attend to precision.
<b>Investigate the World Overall*</b> Students use mathematics to investigate a global issue, situation, or event.	<b>4</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>1</b>
<b>Recognize Perspectives Overall*</b> Students understand that perspective and mathematics influence each other.			<b>2</b>			
<b>Communicate Ideas Overall *</b> Students communicate their mathematical thinking.		<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>
<b>Take Action Overall **</b> Students translate the results of their mathematical study into an appropriate actions.					<b>3</b>	<b>1</b>
						<b>1</b>

\* Overall rating is holistic for the dimension, and not a summation of individual standards within that dimension.

\*\* The CCSS inconsistently address the ability of students to reflect on their learning and to develop a position of advocacy or action. Lower levels of alignment with the Take Action dimension reinforce the primary distinction between the ASPO and the CCSS.