

Learning Standards Update - Math

AWSP

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Washington Office of Superintendent of
PUBLIC INSTRUCTION



Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Washington State Learning Standards Review and Revision Project

Today's Time:



Project Goals and Process

Including revision timeline and expected products



What's New in Content

ELA & Mathematics



Making Connections

Objectives:

Participants will be provided with a brief overview of the process used for the revision project and change in content areas



Project Goals: Refine and clarify...



Provide a consistent format for all standards documents



Consistent coding/numbering system



Prioritize and Clarify the language of specific standards

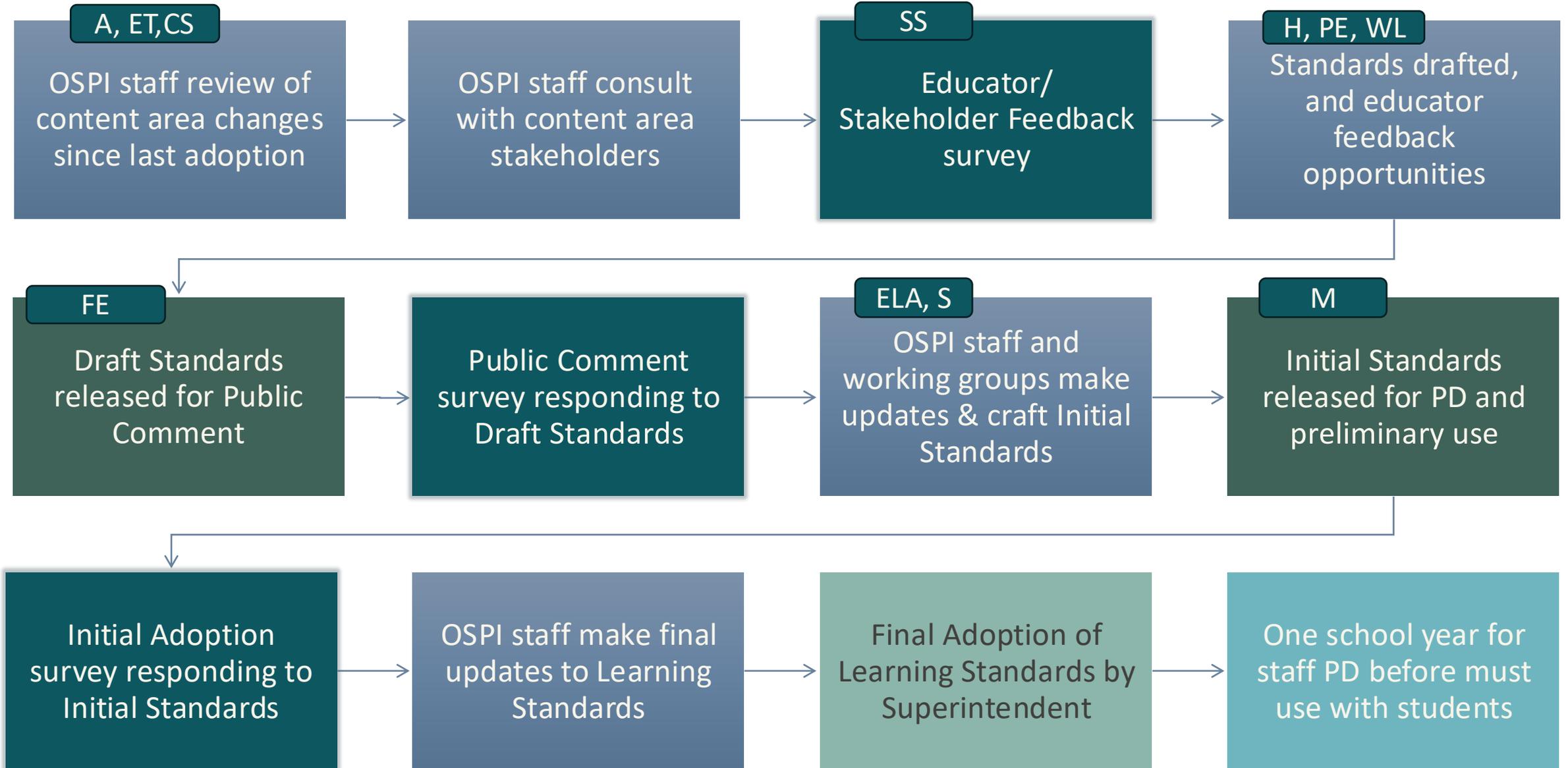


Revisions include necessary content updates; emerging knowledge needs and alignment of existing standards

State Learning Standards Review and Revision Cycle

Per RCW 28A.655.070, the Superintendent of Public Instruction will periodically revise the state learning standards. The following detail provides the review and revision cycle overview

		2024		2025		2026		2027		2028		2029		2030		2031		2032		2033		2034		2035	
		Jan- July	Aug- Dec																						
	English Language Arts <i>(including media literacy and digital citizenship)</i> Adopted 2011	▶	🔄	🔄	🔄	📄	🎯	👤	👤	🏫	🏫			📄						🔄					
	Mathematics <i>(including data science)</i> Adopted 2011	▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫			📄							🔄					
	Financial Education Adopted 2016	▶	🔄	🔄	🔄	📄	🎯	👤	👤	🏫	🏫									🔄					
	Science <i>(including Environment and Sustainability)</i> Adopted 2013			▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫				📄							🔄		
	World Languages Adopted 2015			▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫											🔄		
	Health & Physical Education Adopted 2016			▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫											🔄		
	Arts Adopted 2017				▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫											🔄	
	Social Studies Adopted 2018				▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫											🔄	
	Computer Science Adopted 2018				▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫											🔄	
	Educational Technology Adopted 2018				▶	🔄	🔄	📄	🎯	👤	👤	🏫	🏫											🔄	



Prioritized Learning Standards



Priority Learning Standards are the most essential academic skills and concepts students need to succeed from one grade level to the next.



The Priority Learning Standards identify the universal set of standards that each and every student should have the opportunity to learn and be able to do.



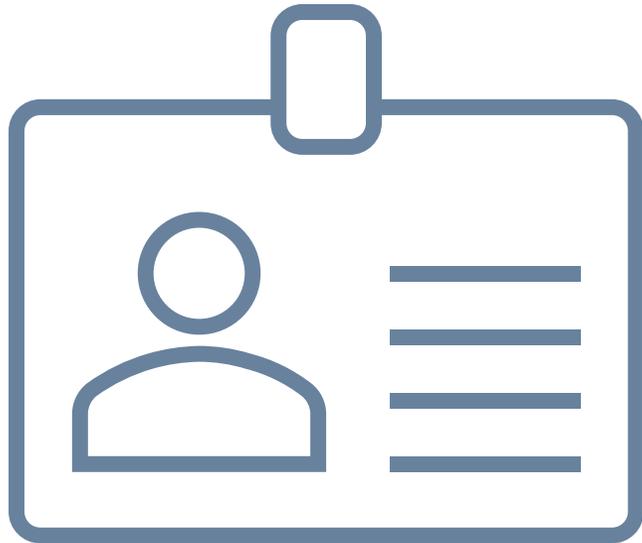
Priority Learning Standards were identified using the following criteria:

Endurance: Will this skill or knowledge still be valuable beyond a single test, school year, or post-high school?

Leverage: Is it useful across multiple subjects (for example, writing or critical thinking)?

Readiness: Does it prepare students for success in the next grade level, course, or post-high school option?

Naming Structure-Need



Current learning standards have different kinds of coding systems.

This is a burden for district staff, administrators, and teachers who work with more than one or two content areas.

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- Examples: *Can you name what number matches which content?*

DA:Cr1.1.K

1B-AP-15

HSF-LE.A.4

RI.7.2

2.CD.1

H7.W2.8b

PE2.4.3

5-LS1-1

H2.6-8.6

Naming Structure-Need

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- This is a burden for district staff, administrators, and teachers who work with more than one or two content areas.
- Examples with **grade level** highlighted:

DA:Cr1.1.K

1B-AP-15

HSF-LE.A.4

RI.7.2

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H7.W2.8b

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Naming Structure-Need

- Current learning standards have different kinds of coding systems.
- This is a burden for district staff, administrators, and teachers who work with more than one or two content areas.
- Examples: *Can you name what number matches which content?*

DA:Cr1.1.K (Dance) 1B-AP-15 (CompSci) HSF-LE.A.4 (Math)

RI.7.2 (ELA) 2.CD.1 (Financial Ed) H7.W2.8b (Health)

PE2.4.3 (PE) 5-LS1-1 (Science) H2.6-8.6 (SocStudies)

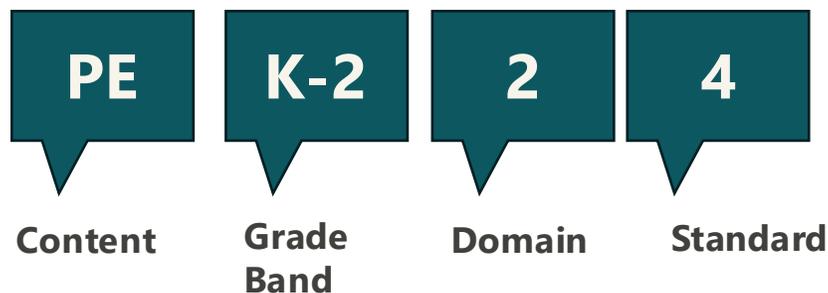
Solution: Standardized Naming Structure

Structure that is *as similar as possible* for all sets of learning standards.

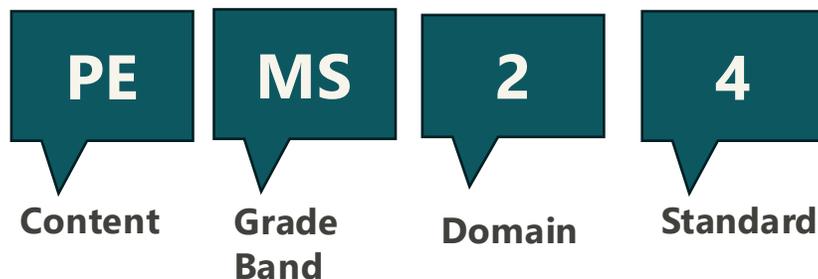
- **Content:** ELA, M, FE, S, PE, H, WL, SS, A, CS
- **Grade:** a single grade, if a grade band show range of the band: middle school (MS), Kindergarten to second grade (K-2)
- **Domain:** ex R = Reading, Q = Quantity, PS = Physical Science
- **Category:** a capital number or letter (*some content areas will not have this level*)
- **Standard:** a number, and may include a lowercase letter as an indicator

Standardized Naming Structure – PE

PE.K-2.2.4



PE.MS.2.4



Standardized Naming Structure – Financial Education

Investing (INV)

Priority FE.3.INV.1

Students will know that people invest their money so that it can grow over time and help them achieve their long-term financial goals. Students will use this information to:

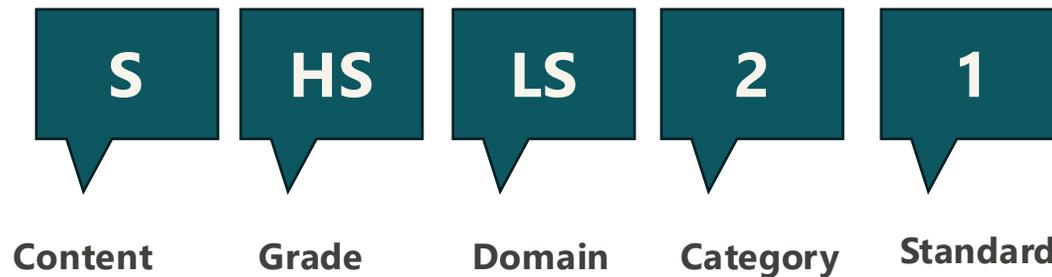
- a. Explain why people invest their money.
- b. Investing can be used to meet long-term financial goals.

FE.3.INV.1



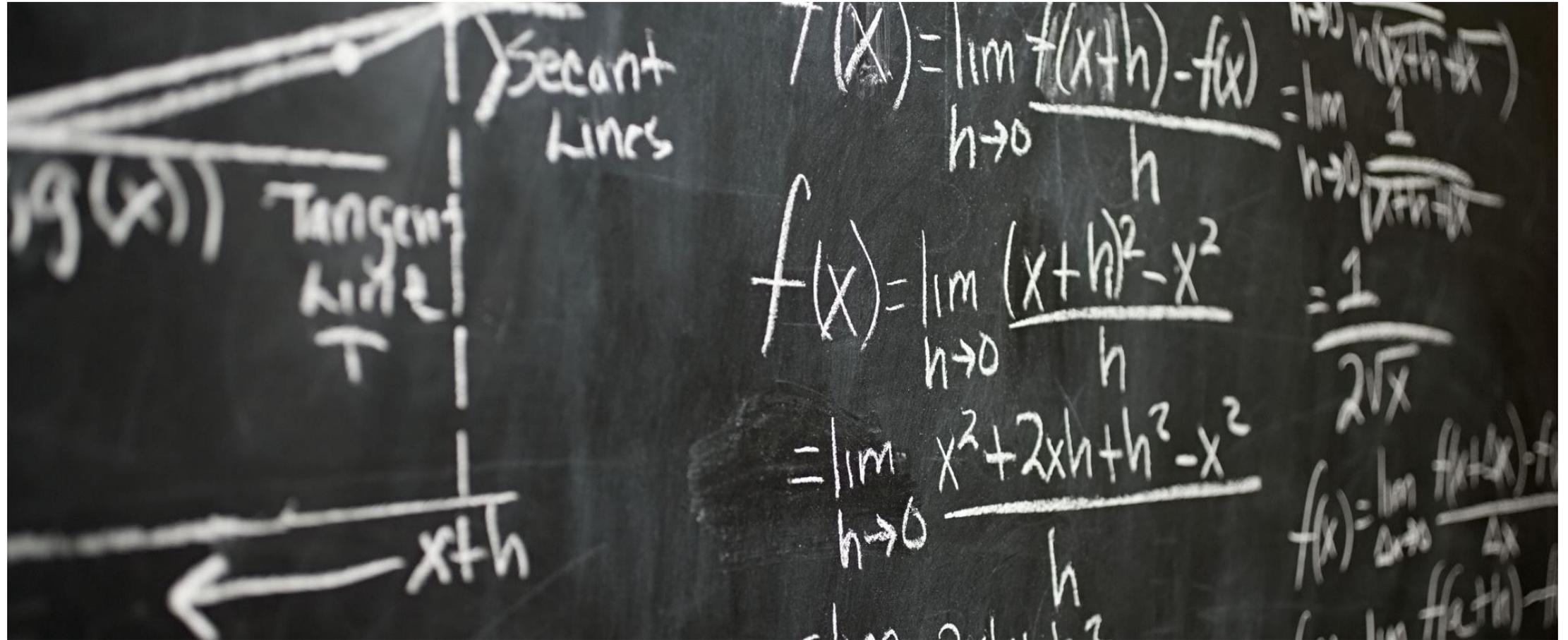
Standardized Naming Structure - Science

S.HS.LS.2.1



This naming structure for Science preserves the NGSS numbering (HS-LS2-1) with periods instead of dashes.

What's New in Content: Mathematics Standards Update



What's New in the Math Standards?

- K-12 Data Science standards
- Uplifting of the Standards for Mathematical Practice
- Clarity provided throughout the revised standards
- High school arrangement of Math standards
- Nomenclature



Why Data Science?

Interdisciplinary

Application of mathematics, information science, and can include computer science principles.

Data Driven Society

Analyze and understand data in everyday life.

Make decisions based on data and data analysis.

Content Integration

Data science connects math to social studies (history and civics), science, English language arts, computer science, etc.

Math in Context

Data science inquiry to examine important issues like spread of invasive species, access to resources in the community, etc.

Career and Industry

Data science skills are in demand in the job market.

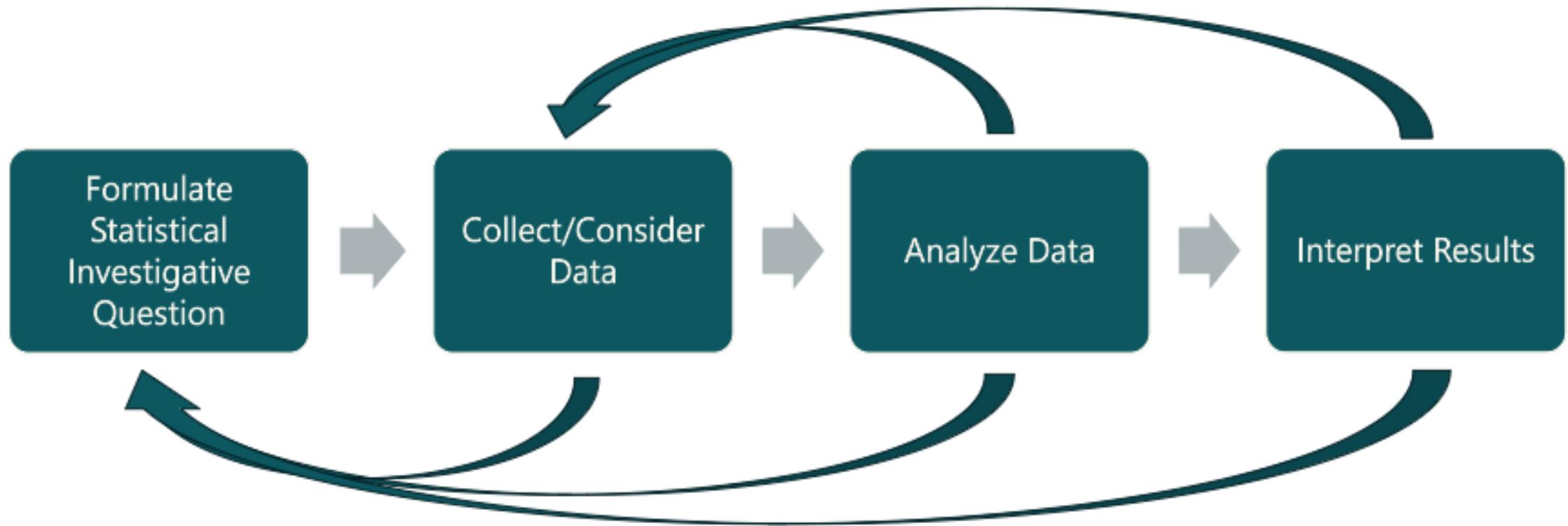
Data science is increasingly a component of college coursework.

Prepared for the Future

Inquiry and problem-solving skills to consider, question, and be critical consumers of data.



Data Science Inquiry



Data Literacy vs. Data Science

Data Literacy

Read, interpret, understand data and data visualizations

Limited to Analyze and Interpret parts of the Data Science inquiry cycle

Important for all students across all grades

Data Science

All four parts of the Data Science inquiry cycle

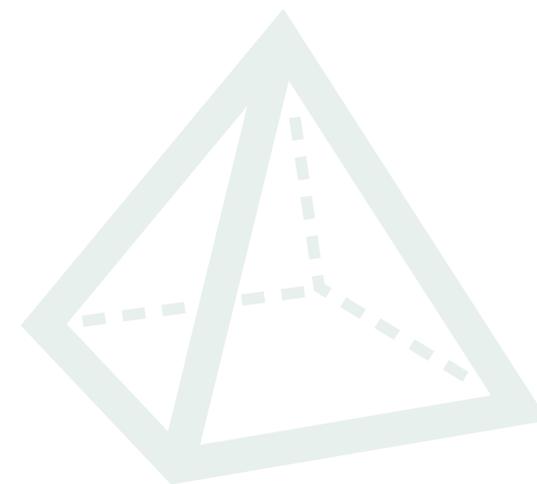
Essential for all students across all grades and automatically includes Data literacy

Facilitates greater depth of creativity and problem-solving than Data Literacy alone



Standards for Mathematical Practice

- Revisions to the Washington State Learning Standards for Mathematics have provided the opportunity to elevate the Standards for Mathematical Practice.
- Students are encouraged to utilize multiple ways of thinking and doing mathematics, and to reflect on the reasonableness of their answers.
- Focusing on these practices increases students' understanding of the concepts offered in the early grades for greater success in later grades.



Clarity

- Opportunities to provide clarity in the revised Washington State Learning Standards for Mathematics can be found throughout the grade levels.
- One example of this shift can be found in a move to clarify “fluently” to “flexibly, efficiently, and accurately” which means students can use a variety of approaches or researched strategies that work toward a solution in a way that is efficient and works toward a correct solution for different problem types.



Revisions to Organization – 2025 Domains

Math CCSS (2011): Domains

Counting and Cardinality	Geometry	Measurement and Data
Numbers and Operations in Base Ten	Operations and Algebraic Thinking	Numbers and Operations-Fractions
Expressions and Equations	The Number System	Ratios and Proportional Relationships
Statistics and Probability	Functions	Algebra: Arithmetic w/Polynomials and Rational Expressions
Algebra: Creating Equations	Algebra: Reasoning with Equations and Inequalities	Algebra: Seeing Structure in Expressions
Functions: Building Functions	Functions: Interpreting Functions	Functions: Linear, Quadratic, and Exponential Models
Functions: Trigonometric Functions	Geometry: Circles	Geometry: Congruence
Geometry: Geometric Measurement & Dimension	Geometry: Expressing Geometric Properties with Equations	Geometry: Modeling with Geometry
Geometry: Similarity, Right Triangles, & Trigonometry	Number and Quantity: The Complex Number System	Number and Quantity: Quantities
Number and Quantity: The Real Number System	Number and Quantity: Vector & Matrix Quantities	Statistics and Probability: Conditional Probability & the Rules of Probability
Statistics and Probability: Making Inferences & Justifying Conclusions	Statistics and Probability: Interpreting Categorical & Quantitative Data	Statistics and Probability: Using Probability to Make Decisions

WA Revision (2025): Domains

- Data Analysis
- Quantity
- Relationships
- Spatial Reasoning

Standardized Naming Structure - Math

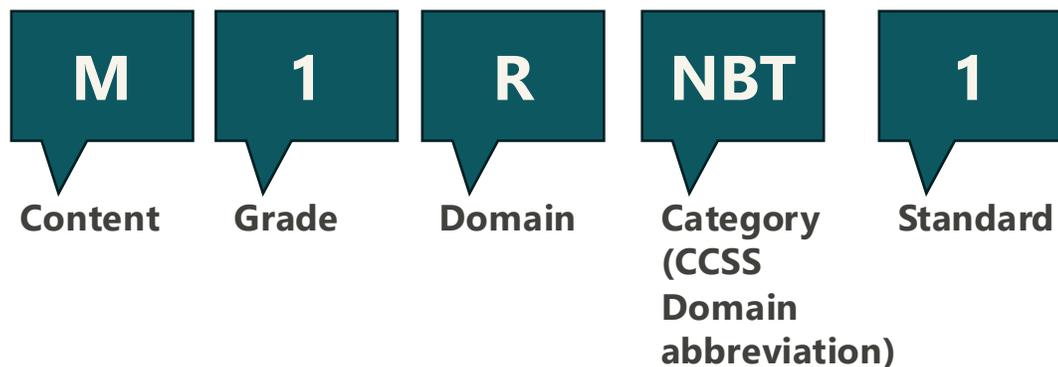
Relationships

Extending the counting sequence.

Priority M.1.R.NBT.1

Count to 120, starting at any number less than 120. In this range, recognize and represent numerals and represent a number of objects with a written numeral.

M.1.R.NBT.1



This naming structure for Math preserves the CCSS domains in the category (NBT).





Using Standards

Unpacking Standards – A Universal Skill

Skills and Concepts – Nouns and Verbs

- Identify by highlighting in the standard

Learning Targets

- What will students need to know or be able to do today to learn or understand the skills and concepts

Success Criteria

- Students will know if they have learned or can do, if they can do these things...

Formative/Summative Assessments

- How will you assess students understanding of the skills and concepts

Using AI



Using AI to support the unpacking of the standard and creating instructional opportunities.

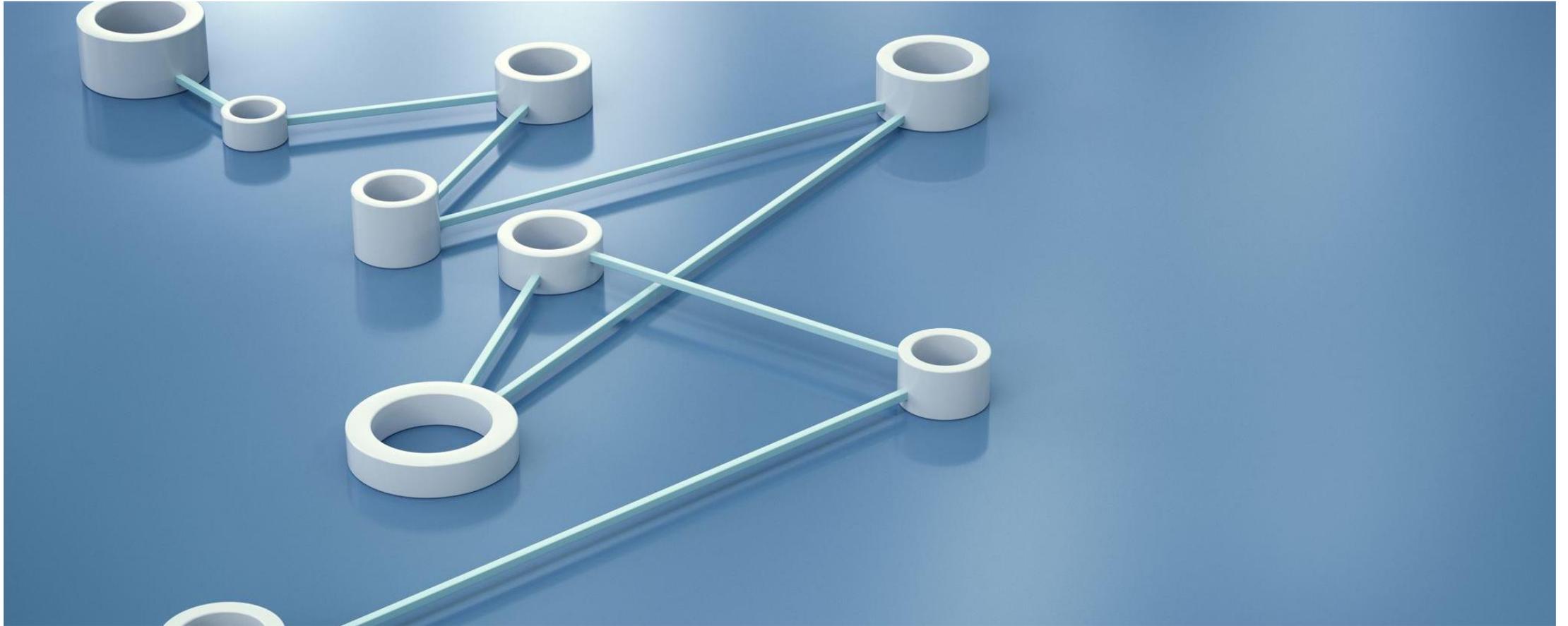


Using the Human-AI-Human approach.

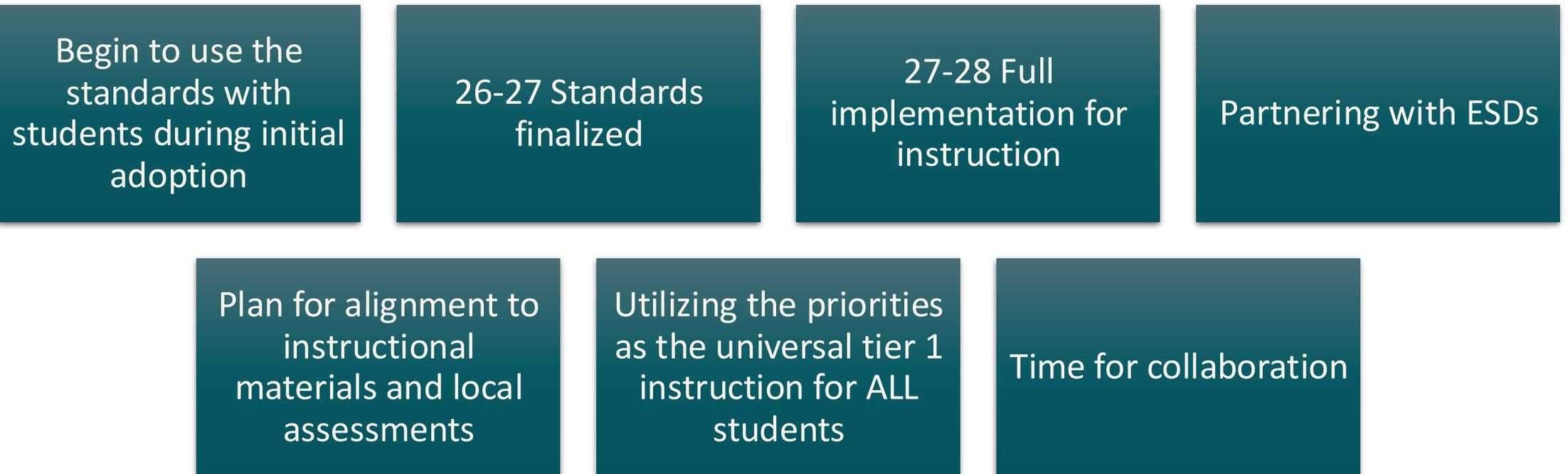


Supporting the work of PLCs

Connections for Administrators

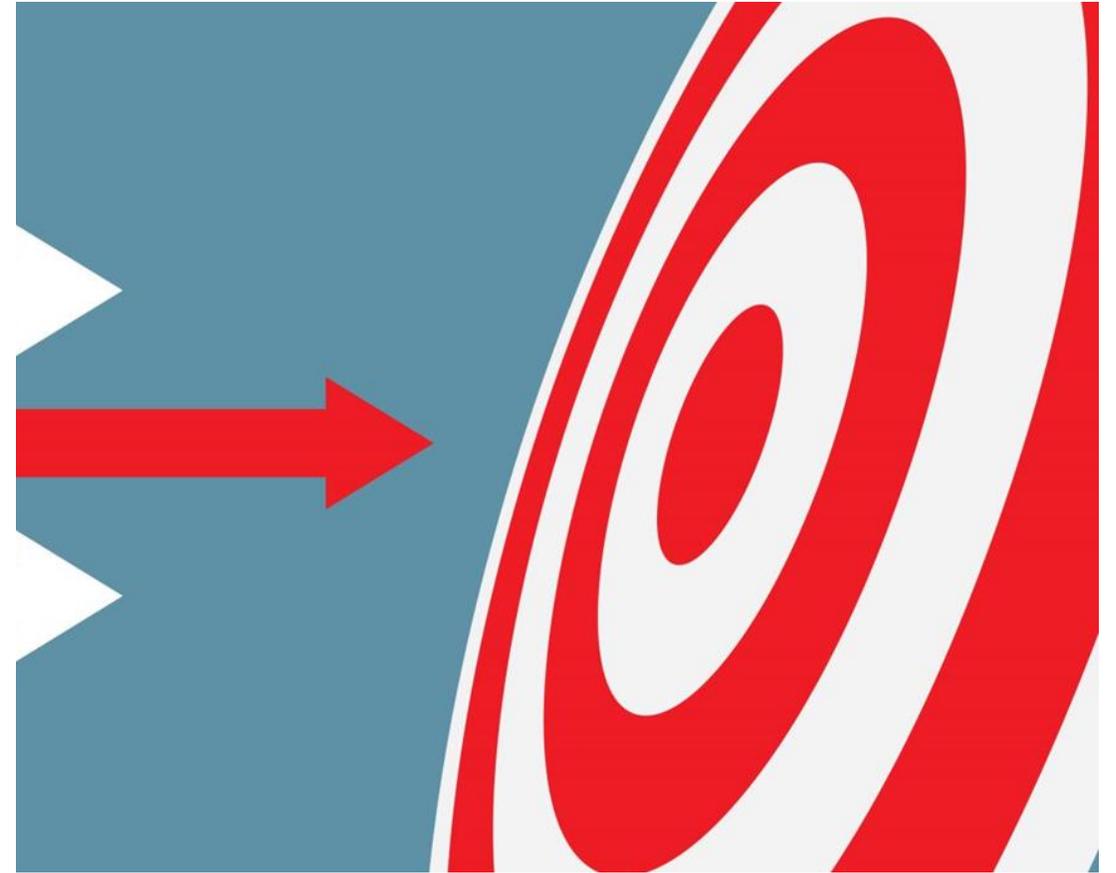


District Impacts and Planning – M & ELA



Collective Teacher Efficacy

- The largest determining factor in student achievement
- Supporting teachers and principals on the use of the prioritized standards
- Supporting growth goals for teachers and administrators



TPEP Connections

Washington State Teacher Criteria

- Criterion 4 – Content Knowledge
- Criterion 2 – Instruction
- Criterion 3 – Differentiation
- Criterion 6 – Assessment
- Criterion 7 – Families and Community
- Criterion 8 – Professional Practice



Critical Attributes of Student Growth

Essential Standard = Priority Standard

- Part of the WA State Learning Standards or national standards for a teacher's content area(s) and grade level(s)
- A significant learning that yields the opportunity for students to draw on their cultures, identities, and backgrounds
- A significant learning that demands students' complex thinking
- May include, in addition to a content standard, other learning-supportive standards (e.g., CTE 21st Century Learning Skills, Habits of Mind, Standards for Mathematical Practice, etc.)



Leadership Framework – The What

Criterion 4 – Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.

- Descriptor: This criterion identifies key aspects of the principal's role as an instructional leader tied to curriculum, instruction, and assessment. The big idea of this criterion is reflected in an understanding of the power and importance of a guaranteed and viable curriculum (the priorities) for each and every student in the school. This requires attention to assuring "what" is taught not only aligns with standards and goals but is appropriately rigorous and culturally responsive to the students being taught.

Leadership Framework

Criterion 5 – Monitoring, assisting, and evaluating effective instruction and assessment practices.

- Coaching, PD, PLCs
- Feedback loops

Criterion 7 – Partnering with families and communities to promote learning.

- Building level
- Classroom level

Criterion 8 – Demonstrating commitment to closing opportunity and achievement gaps.

- School and district focus
- MTSS, data focused

Content Integration



Finding multiple ways to connect across content areas for more in-depth student application of learning



Supporting cross content collaboration



Student interest based



Project based learning examples



Dismantling silos of content



Professional Learning Communities

Understanding the priority standards

Unwrapping the standard

- Understand the skills and concepts
- Identify learning targets
- How to assess the standard – planning for learner variability
- Developing common understanding of performance
- Aligning materials and resources
- Review data, revisit, adjust, reflect

Growth goal connections

Webpage: Keep checking!

[Learning Standards & Instructional Materials](#)

[Washington State Learning Standards Review](#)

Washington State Learning Standards Review

Learning standards define what all students need to know and be able to do at each grade level. As required by state law ([RCW 28A.655.070](#)), OSPI develops the state's learning standards and periodically revises them based on the student learning goals in [RCW 28A.150.210](#).

Update to the Learning Standards Review Project: June 2025: [Bulletin No. 033-25 \(PDF\)](#).

Standards Review Project

OSPI has launched the Washington State Learning Standards Review project to:

- Establish a process to periodically review the state learning standards, and how those standards are used at a classroom, school, and district level to support student learning.
- Refine and prioritize the learning standards with a lens of clarification, integration, and understandability.
- Develop wrap-around guidance that clarifies for educators the opportunities within the learning standards responsiveness, inclusionary practices, universal design, support for multilingual learners, social-emotional content integration, and standards-based assessment practices.
- Develop an implementation plan for the following two to five years to help educators learn about and use resources and tools.
- Updated January 2025 [State Learning Standards Review and Revision Cycle Timeline \(PDF\)](#).

Contact Information

For questions please contact [Standards Review](#).

Learning Standards

- [OSPI Explains: Why Learning Standards Are They Maintained](#)
- [Project to Update Learning Standards Preparing Students for the Future](#)





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