

# WA Math 2025 Supporting Activities for Math Implementation

## All resources can be found: [Washington State Learning Standards Review](#)

**Purpose:** To support building and district focused understanding and implementation of the initial adoption K-12 Washington State Learning Standards for Mathematics.

**Intended Audience:** Educators, Principals, Assistant Principals, Teaching and Learning District Staff

**Recommended Use:** Grade level or Content Team meetings, Staff meetings, PLC/Collaboration Meetings, District Administrator Meetings

As you explore the resources, consider three levels of reflection: What do you notice? What might this mean for mathematics teaching and learning? What implications might this have for your district/school's instructional materials, instruction, pacing, and assessment systems?

## Mathematics Learning Standards (2025) Key Shift and What's New – [Video & Slides](#)

**Documents to support:** [What's New in the WA Math 2025](#), [Key Shift in the K-12 Learning Standards for Mathematics](#)

### Possible Discussion Questions:

- How does the definition of “fluency” change from the way it has been used in CCSS?
- How will these changes affect your teaching practice and/or lesson planning?
- Which standards at your grade level or course exemplify the Key Shift? What might it look like to teach these standards in the spirit of the Key Shift?
- What support or resources do you need to actualize this shift in the curriculum/instructional materials/instruction?
- Look at the WA Math 2025 standards side-by-side with the CCSS in a particular unit of instruction. How do the key shifts manifest in this unit? What are the implications of those shifts for students in the context of these specific skills and learning targets?
- How might students experience math differently as a result of these shifts?
- Which shift feels most significant for your grade level, and why?

## Initial Math Word Document

**Review the document:** [initial-wa-learning-standards-mathematics.docx](#)



Spend time in the introduction of this document. There are more details included on the process for updating the standards, organization of the standards, and other relevant information to help understand the learning standards.

All grade level standards are listed in order by grade in a print friendly version.

## Math Excel Spreadsheet - Video

**Review the document:** <https://ospi.k12.wa.us/sites/default/files/2025-12/math25-initial-adoption-spreadsheet.xlsx>

Take notice of the tabs across the bottom of the spreadsheet.

**What is New:** Review the coding system. Notice that the Common Core State Standards for Mathematics domain abbreviations are still retained to help support district adopted instructional materials and the crosswalk from the CCSS to the WA Math 2025 standards. What are some things you noticed with the coding system and how does this support alignment to your adopted instructional materials?

**Domains:** Review the four broad domains that the WA Math 2025 standards have been arranged in. How does this support the connections and relationships of the math standards as they are applied together? Where might students benefit from seeing relationships between standards and across domains?

**Priority Standards:** How does the definition of “Priority Standards” fit within your district’s practices in identifying standards? What may be the same? What may be different? If you have already identified district priority standards, what standards are in alignment? Which standards are different? What may be some topics of discussion regarding connections to instructional materials, local assessments, etc.

**K-8 and Connections:** Practice using the spreadsheet’s filter and sort features. Try filtering for just the identified priority standards, a standard as it moves vertically through the grades, or to see the newly added Data Science standards. Notice the additional columns to the right of the Priority column for additional supports to be added with a future version.

**HS and Connections:** Practice using the spreadsheet’s filter and sort features. Try filtering for just the identified priority standards, by course using the “course” column, or to see the newly added Data Science standards. Notice the additional columns to the right of the “Priority” column for additional supports to be added in a future version.

**Crosswalk:** This tab shows the changes in learning standard from the CCSS Mathematics standards to the current WA Math 2025 standards. Notice the differences in the coding structure between the two sets of standards. What is similar? What is different? How can you use the new structure to find the connections with your district adopted instructional materials or local assessments? Identify a WA Math 2025 learning standard that is different from the

CCSS. What changes do you see? What do the implications or changes in language have on your instruction or district materials and resources? How might this crosswalk support conversations about instructional materials or classroom-based assessments?

**Glossary:** Review the glossary tab for terms used in the WA Math 2025 standards. What terms would be helpful to review individually? What terms would be helpful to review as a collaborative team to develop a shared understanding?

**Links and Resources:** More information to come in later versions.

## Mathematics Data Science Learning Standards Overview – [Video](#) & [Slides](#)

**Note:** This video could be helpful for students or families to understand the additions of the data science learning standards.

### **Possible Discussion Questions:**

- Reflect on current math practices. How can they be improved with the addition of data science standards?
- Reflect on your own experiences and understanding of data science. How might this be different or similar with the addition of the data science standards?
- How does data science appear in other content areas? What connections can you make to support student learning experiences in multiple content areas?
- How might the data science inquiry cycle support students in making sense of real-world problems?
- What opportunities does data science create for students to ask their own questions and investigate topics that matter to them?

## K-12 Learning Standards for Mathematics – High School Arrangements – [Video](#) & [Slides](#)

### **Possible Discussion Questions:**

- How might the new structure of the math domains affect teaching practices, or the ways students engage with the math standards?
- How might teaching data science look different in Geometry vs. Algebra 1 or Algebra 2?
- How does the scope of our instructional materials compare with the standards in Geometry/Algebra 1 or the Integrated Math 1 & 2 sequence if the standards in those courses represent the math content all students should engage with before their third credit of math?
- If the priority standards represent enduring, high leverage, and readiness skills that are applicable beyond high school, how do our areas of focus compare to the priority standards in high school?

## Math Fluency: Understanding language revisions of efficient, flexible, and accurate mathematical strategies – [Video](#) & [Slides](#)

**Note:** This video could be helpful for students or families to understand the updates for math fluency in the learning standards.

### **Possible Discussion Questions:**

- How does the definition of efficient, flexible, and accurate strategies expand our understanding of fluency?
- How will teaching strategies to support efficient, flexible, and accurate thinking impact instructional practices?
- Consider a recent fluency activity or assessment. What evidence did it provide about student thinking beyond whether the answer was correct? What kinds of classroom evidence could help teachers see whether students are developing efficient and flexible strategies?
- What adjustments could be made to classroom-based assessments to better reflect the full definition of fluency?
- How might strategy-based fluency support deeper understanding of number relationships and operations?

## Data Science – A look at the new data science standards – [Video](#) & [Slides](#)

### **Possible Discussion Questions:**

- Looking at the standards for data science, math content, and standards for mathematical practice, what areas of content in our scope and sequence are primed for connecting data science to content?
- In cross-content teams, where are there overlaps between data science standards and content standards across different content areas? How can teaching data science support content integration that addresses content standards in robust and authentic ways?
- If data science is a tool that drives curiosity connected to content, how do we determine the topics students are curious about so we can connect those ideas to our instructional materials and the data science inquiry process?

## Math Domains - Understanding the new organization and arrangement of the math standards into four domains: Data Analysis, Quantity, Relationships, and Spatial Reasoning – [Video & Slides](#)

### **Possible Discussion Questions:**

- How do the new math domains illuminate multiple access points for students through related and connected concepts/standards?
- How do the new math domains support Universal Design for Learning and create access for students to demonstrate their learning in multiple ways?
- How do our instructional materials approach how different standards are connected in the new domains? How do we support teaching connected mathematical ideas when our instructional materials may not be clear or explicit on how different standards/concepts are connected across the scope and sequence?
- How might this change the way students experience mathematics?
- What opportunities does this create for deeper understanding?