STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION

Mathematical Process Standards Crosswalk

Office of Assessment and Standards

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Document Overview

This document is intended to show the correlations among the 2015 SCCCR Mathematical Process Standards and the 2025 SC CCR Mathematical Process Standards. Use this document to see how the process standards were merged to create more rigorous standards for how math should be taught.

2015 to 2025 Mathematical Process Standards Crosswalk

2015 SCCCR Math Standard	*2025 SC CCR Math Indicator*
1. Make sense of problems and persevere in solving them. a. Relate a problem to prior knowledge. b. Recognize there may be multiple entry points to a problem and more than one path to a solution. c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem. d. Evaluate the success of an approach to solve a problem and refine it if necessary.	**MPS.PS.1** Make sense of problems and persevere in solving them strategically.
2. Reason both contextually and abstractly. a. Make sense of quantities and their relationships in mathematical and real-world situations. b. Describe a given situation using multiple mathematical representations. c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation. d. Connect the meaning of mathematical operations to the context of a given situation.	**MPS.AJ.1** Use critical thinking skills to reason both abstractly and quantitatively. **MPS.C.1** Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections.
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. a. Construct and justify a solution to a problem. b. Compare and discuss the validity of various reasoning strategies. c. Make conjectures and explore their validity. d. Reflect on and provide thoughtful responses to the reasoning of others.	**MPS.C.1** Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections. **MPS.SP.1** Identify and apply regularity in repeated reasoning to make generalizations. **MPS.AJ.1** Use critical thinking skills to reason both abstractly and quantitatively.

2015 SCCCR Math Standard	*2025 SC CCR Math Indicator*
4. Connect mathematical ideas and real-world situations through modeling. a. Identify relevant quantities and develop a model to describe their relationships. b. Interpret mathematical models in the context of the situation. c. Make assumptions and estimates to simplify complicated situations. d. Evaluate the reasonableness of a model and refine if necessary.	**MPS.PS.1** Make sense of problems and persevere in solving them strategically. **MPS.RC.1** Explain ideas using precise and contextually appropriate mathematical language, tools, and models.
5. Use a variety of mathematical tools effectively and strategically. a. Select and use appropriate tools when solving a mathematical problem. b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	**MPS.RC.1** Explain ideas using precise and contextually appropriate mathematical language, tools, and models.
6. Communicate mathematically and approach mathematical situations with precision. a. Express numerical answers with the degree of precision appropriate for the context of a situation. b. Represent numbers in an appropriate form according to the context of the situation. c. Use appropriate and precise mathematical language. d. Use appropriate units, scales, and labels.	**MPS.RC.1** Explain ideas using precise and contextually appropriate mathematical language, tools, and models.
7. Identify and utilize structure and patterns. a. Recognize complex mathematical objects as being composed of more than one simple object. b. Recognize mathematical repetition in order to make generalizations. c. Look for structures to interpret meaning and develop solution strategies.	**MPS.SP.1** Identify and apply regularity in repeated reasoning to make generalizations.

2025 to 2015 Mathematical Process Standard Crosswalk

2025 SC CCR Math Indicator	*2015 SCCCR Math Standard*
MPS.PS.1 Make sense of problems and persevere in solving them strategically.	1. Make sense of problems and persevere in solving them. a. Relate a problem to prior knowledge. b. Recognize there may be multiple entry points to a problem and more than one path to a solution. c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem. d. Evaluate the success of an approach to solve a problem and refine it if necessary. 4. Connect mathematical ideas and real-world situations through modeling. a. Identify relevant quantities and develop a model to describe their relationships. b. Interpret mathematical models in the context of the situation. c. Make assumptions and estimates to simplify complicated situations. d. Evaluate the reasonableness of a model and refine if necessary.

2025 SC CCR Math Indicator	*2015 SCCCR Math Standard*
MPS.RC.1 Explain ideas using precise and contextually appropriate mathematical language, tools, and models.	4. Connect mathematical ideas and real-world situations through modeling. a. Identify relevant quantities and develop a model to describe their relationships. b. Interpret mathematical models in the context of the situation. c. Make assumptions and estimates to simplify complicated situations. d. Evaluate the reasonableness of a model and refine if necessary. 5. Use a variety of mathematical tools effectively and strategically. a. Select and use appropriate tools when solving a mathematical problem. b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts. 6. Communicate mathematically and approach mathematical situations with precision. a. Express numerical answers with the degree of precision appropriate for the context of a situation. b. Represent numbers in an appropriate form according to the context of the situation. c. Use appropriate and precise mathematical language. d. Use appropriate units, scales, and labels.

2025 SC CCR Math Indicator	*2015 SCCCR Math Standard*
MPS.C.1 Demonstrate a deep and flexible conceptual understanding of mathematical ideas, operations, and relationships while making real-world connections.	2. Reason both contextually and abstractly. a. Make sense of quantities and their relationships in mathematical and real-world situations. b. Describe a given situation using multiple mathematical representations. c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation. d. Connect the meaning of mathematical operations to the context of a given situation. 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. a. Construct and justify a solution to a problem. b. Compare and discuss the validity of various reasoning strategies. c. Make conjectures and explore their validity. d. Reflect on and provide thoughtful responses to the reasoning of others.

2025 SC CCR Math Indicator	*2015 SCCCR Math Standard*
MPS.AJ.1 Use critical thinking skills to reason both abstractly and quantitatively.	2. Reason both contextually and abstractly. a. Make sense of quantities and their relationships in mathematical and real-world situations. b. Describe a given situation using multiple mathematical representations. c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation. d. Connect the meaning of mathematical operations to the context of a given situation. 3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. a. Construct and justify a solution to a problem. b. Compare and discuss the validity of various reasoning strategies. c. Make conjectures and explore their validity. d. Reflect on and provide thoughtful responses to the reasoning of others.
MPS.SP.1 Identify and apply regularity in repeated reasoning to make generalizations.	3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. a. Construct and justify a solution to a problem. b. Compare and discuss the validity of various reasoning strategies. c. Make conjectures and explore their validity. d. Reflect on and provide thoughtful responses to the reasoning of others. 7. Identify and utilize structure and patterns. a. Recognize complex mathematical objects as being composed of more than one simple object. b. Recognize mathematical repetition in order to make generalizations. c. Look for structures to interpret meaning and develop solution strategies.