Conceptual understanding: The Standards call for conceptual understanding. The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single digit multiplication so that students have access to more complex concepts and procedures.

Application: The Standards call for students to use math flexibility for applications. Teachers provide opportunities for students to apply math in context.

Rigor: in major topics pursue conceptual understanding, procedural skill and fluency, and application with EQUAL intensity.