2016 & 2025 MS CCRS for Math Comparison

The following tables show a comparison of the 2016 and 2025 Mississippi College- and Career-Readiness Standards for Mathematics.

▶ Kindergarten

Identifier	2016 MS CCRS	2025 MS CCRS
K.CC.1	Count to 100 by ones and by tens.	New/Split Standard K.CC.1a – Count to 100 by ones. K.CC.1b – Count to 100 by tens.
K.OA.5	Fluently add and subtract within 5.	New/Split Standard K.OA.5a – Fluently add within 5. K.OA.5b – Fluently subtract within 5.

▶ Grade 1

Identifier	2016 MS CCRS	2025 MS CCRS
1.MD.3b	Identify the days of the week, the number of days in a week, and the number of weeks in each month.	New/Split Standard 1.MD.3b Identify the days of the week and the number of days in a week. 1.MD.3c Identify the months of the year, number of months in a year, and the number of weeks in a month.

▶ Grade 4

Identifier	2016 MS CCRS	2025 MS CCRS
4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Categorize triangles by sides and angles (equilateral, isosceles, right, and scalene).

▶ Grade 5

Identifier	2016 MS CCRS	2025 MS CCRS
5.MD.5b	Apply the formulas V = l ×w×h and V = b ×h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.	Apply the formulas V = l ×w×h and V = B ×h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.

▶ Grade 6

Identifier	2016 MS CCRS	2025 MS CCRS
6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Solve an equation or inequality and understand the process by answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = Bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

▶ Grade 7

Identifier	2016 MS CCRS	2025 MS CCRS
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three- dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, and polygons, including cubes, right prisms, and pyramids.

▶ Algebra

Identifier	2016 MS CCRS	2025 MS CCRS
A-CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. *	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and exponential functions. *
A-REI.6	Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.	Solve systems of linear equations exactly using algebraic processes and approximately (e.g. graphically) while focusing on pairs of linear equations in two variables.
F-IF.3	Recognize that sequences are functions whose domain is a subset of the integers.	Use the fact that sequences are functions whose domain is a subset of the integers to identify sequences and generate their explicit formulas.
F-IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.*
F-BF.3	Identify the effect on the graph of replacing f(x) by f(x) + k,kf(x), f(kx), and f(x+k) for specific values of k(both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Identify the effect on the graph of replacing f(x) by f(x) + k,kf(x), f(kx), and f(x+k) for specific values of k(both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

* Modeling Standards

▶ Geometry

Identifier	2016 MS CCRS	2025 MS CCRS
G-SRT.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems and rewrite expressions involving radicals to simplify and interpret solutions.*

▶ Algebra II

Identifier	2016 MS CCRS	2025 MS CCRS
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.

(Note: Standard number was missing from the 2016 version.)

* Modeling Standards