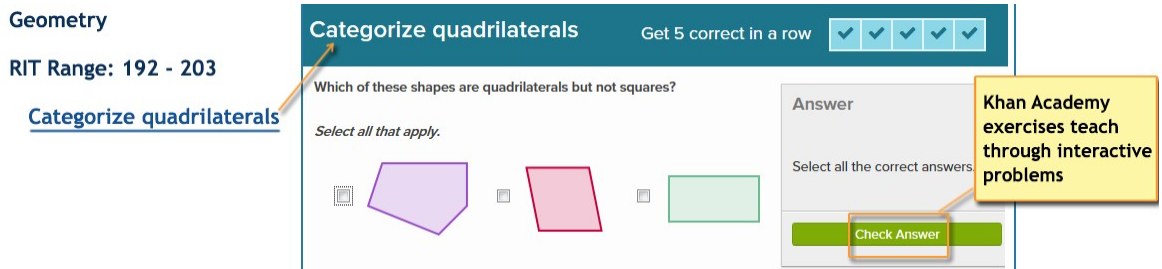


# MAP to Khan Academy:

## Khan Academy Practice Exercises Correlated to RIT for Common Core Math MAP for Primary Grades

### About this Document

This document correlates MAP® sub-goals and RIT ranges to Khan Academy® exercises. The Khan exercises are interactive problems for students with instant feedback:



Geometry

RIT Range: 192 - 203

[Categorize quadrilaterals](#)

Categorize quadrilaterals Get 5 correct in a row ✓✓✓✓✓

Which of these shapes are quadrilaterals but not squares?

Select all that apply.

Answer

Select all the correct answers.

Check Answer

Khan Academy exercises teach through interactive problems

Having these exercises correlated to RIT ranges means you can use them in conjunction with your flexible student groupings that are also informed by RIT score results. The exercises are also useful for targeting learning in each student's zone of proximal development (Vygotsky).

The correlation between MAP RIT scores and the Khan Academy exercises was determined by using our 2011 norms data to approximate grade levels, which were then matched to the corresponding Common Core State Standards (CCSS). Teachers in states that have not adopted the CCSS may still find these resources valuable by relating goals or sub-goals that are similar to CCSS goals and sub-goals.

NWEA plans to work with Khan Academy to update these links twice a year as new exercises are developed.

### How to Use

1. Use MAP reports to find the RIT scores for a given sub-goal.
2. In this document, locate that same goal, approximate RIT range, and sub-goals.
3. To choose appropriate Khan Academy exercises:
  - a. Consider both the name of the exercise and the CCSS standard.
  - b. Click the link and try the exercise yourself.  
Note: When you're in Khan Academy, the links to videos and other resources add context to the actual exercise but are not necessarily correlated to MAP.
4. In the browser window where the exercise opened, note or copy the Web address URL.
5. Optionally deliver exercises to students. For example:
  - Paste the URL into an online document for students to access.
  - Present the exercise in the classroom.
  - Use for parent-teacher conference discussion.

## Limitations

The instructional suggestions presented in this document are intended to provide supplementary resources based on available Khan Academy exercises and are not intended to replace other options. MAP/MPG data should be used as one of many data points for instructional decisions rather than as a placement guide.

## Terms of Use

These Terms of Use permit you to use this document for your personal, non-commercial use only. You must not reproduce, distribute, modify, create derivative works of, publicly display, publicly perform, republish, download, store or transmit any of the material on this document, except you may print or download one copy of a reasonable number of pages of this document for your own personal, non-commercial use and not for further reproduction, publication or distribution. You must not modify copies of this document. You must not delete or alter any copyright, trademark or other proprietary rights notices from this document. If you breach the Terms of Use your right to use the document will cease immediately and you must, at NWEA's option, return or destroy any copies of the document you have made. No right, title or interest in or to the document or any content on the document is transferred to you, and all rights not expressly granted are reserved by NWEA or their respective owner (see below). Any use of the document not expressly permitted by these Terms of Use is a breach of these Terms of Use and may violate copyright, trademark and other laws.

This document contains links to Khan Academy® sites, materials and/or resources ("Khan Materials"). NWEA's use of the Khan Materials is by license. Khan Academy® is the respective owner of the Khan Materials. NWEA's use of the Khan Materials in no way represents or suggests that Khan Academy® endorses NWEA. All Khan Academy content is available for free at [www.khanacademy.org](http://www.khanacademy.org).

The Khan Materials are provided for your convenience only. NWEA has no control over the contents of the Khan Materials and accepts no responsibility for them or for any loss or damage that may arise from your use of them. The information contained in this document, including the Khan Materials, are provided "as-is" and "as available" without any warranty of any kind, express or implied. NWEA does not warrant the accuracy, completeness or usefulness of the Khan Materials or any other information in this document and NWEA expressly disclaims all liability and responsibility arising from any reliance placed on the Khan Materials and/or any other information in this document. If you decide to access any of the Khan Materials, you do so entirely at your own risk and subject to the terms and conditions of use for the Khan Materials.

NWEA disclaims all warranties of any kind, whether express or implied, statutory or otherwise, including but not limited to any warranties of merchantability, non-infringement and fitness for particular purpose. In no event will NWEA be liable for damages of any kind, under any legal theory, arising out of or in connection with your use, or inability to use, this document and/or the information contained within it, including any direct, indirect, special, consequential, incidental or punitive damages. Any dispute or claim arising from or related to this document shall be governed and construed with the laws of the State of Oregon and any suit or action arising out of this document shall be instituted exclusively in the court of the State of Oregon and County of Multnomah.

The Khan Academy® is a registered trademark of Khan Academy. MAP® is a registered trademark of Northwest Evaluation Association. You must not use such marks without the prior written permission of their respective owners. NWEA may update the content on this document from time to time, but its content is not necessarily complete or up-to-date. Any of the material in this document may be out of date at any given time, and NWEA is under no obligation to update such material. However, in the event NWEA, in its sole discretion updates this document, your continued use of it following the posting of revised Terms of Use means that you accept and agree to the changes.

Common Core MAP Mathematics  
Khan Academy Practice Exercises Correlation  
Common Core Mathematics MPG

**Geometry**

Reason with Shapes and Their Attributes P 4

**Measurement and Data**

Represent and Interpret Data P 4

Solve Problems Involving Measurement P 5

**Number and Operations**

Number and Operations: Base Ten and Fractions P 6

Understand Place Value, Counting, and Cardinality P 9

**Operations and Algebraic Thinking**

Properties of Operations P 10

Represent and Solve Problems P 10

## Geometry

### Reason with Shapes and Their Attributes

#### Standards Alignment

#### RIT Range: < 160

[Comparing shapes](#)

K.G.B.4

[Composing shapes](#)

K.G.B.6

[Naming shapes](#)

K.G.A.1

[Naming shapes 2](#)

K.G.A.2

#### RIT Range: 161-178

[Naming shapes 3](#)

1.G.A.1

[Halves and fourths](#)

1.G.A.3

#### RIT Range: 179-191

[Equal parts of circles and rectangles](#)

2.G.A.3

[Filling rectangles with same-sized squares](#)

2.G.A.2

[Naming shapes 4](#)

2.G.A.1

#### RIT Range: 192-202

[Categorize quadrilaterals](#)

3.G.A.1

[Identifying unit fractions](#)

3.G.A.2

[That's not fair!](#)

3.G.A.2

## Measurement and Data

### Represent and Interpret Data

#### Standards Alignment

#### RIT Range: < 160

[Sort by count or category](#)

K.MD.B.3

#### RIT Range: 161-178

[Solving problems with bar graphs 1](#)

1.MD.C.4

#### RIT Range: 179-191

[Making line plots, bar graphs, and picture graphs](#)

2.MD.D.9

[Solving problems with bar graphs 2](#)

2.MD.D.10

[Solving problems with line plots 1](#)

2.MD.D.9

## Measurement and Data

### Represent and Interpret Data

#### Standards Alignment

RIT Range: 179-191

[Solving problems with picture graphs 1](#)

2.MD.D.10

RIT Range: 192-202

[Creating bar charts](#)

3.MD.B.3

[Marking data on line plots](#)

3.MD.B.4

[Creating picture and bar graphs 2](#)

3.MD.B.3

[Reading bar charts 1](#)

3.MD.B.3

[Reading bar charts 2](#)

3.MD.B.3

[Reading pictographs 1](#)

3.MD.B.3

[Reading pictographs 2](#)

3.MD.B.3

[Solving problems with bar graphs 3](#)

3.MD.B.3

[Solving problems with picture graphs 2](#)

3.MD.B.3

## Measurement and Data

### Solve Problems Involving Measurement

#### Standards Alignment

RIT Range: < 160

[Comparing size](#)

K.MD.A.2

RIT Range: 161-178

[Measuring lengths 1](#)

1.MD.A.2

[Order by length](#)

1.MD.A.1

RIT Range: 179-191

[Adding and subtracting on the number line word problems](#)

2.MD.B.6

[Comparing lengths](#)

2.MD.A.4

[Counting money \(U.S.\)](#)

2.MD.C.8

[Estimating lengths](#)

2.MD.A.3

[Length word problems](#)

2.MD.B.5

[Measuring lengths 2](#)

2.MD.A.1

[Measuring lengths with different units](#)

2.MD.A.2

## Measurement and Data

### Solve Problems Involving Measurement

#### Standards Alignment

#### RIT Range: 179-191

[Telling time without labels](#) 2.MD.C.7

[Telling time with a labeled clock](#) 2.MD.C.7

#### RIT Range: 192-202

[Area and the distributive property](#) 3.MD.C.7 | 3.MD.C.7c

[Comparing area and perimeter](#) 3.MD.D.8

[Comparing areas by multiplying](#) 3.MD.C.7 | 3.MD.C.7b

[Decompose shapes to find area](#) 3.MD.C.7 | 3.MD.C.7d

[Finding area by multiplying](#) 3.MD.C.7 | 3.MD.C.7a

[Arithmetic word problems with mass](#) 3.MD.A.2

[Measuring area with unit squares](#) 3.MD.C.6

[Perimeter 1](#) 3.MD.D.8

[Finding perimeter](#) 3.MD.D.8

[Perimeter 2](#) 3.MD.D.8

[Telling time word problems](#) 3.MD.A.1

[Telling time word problems with the number line](#) 3.MD.A.1

[Understanding area](#) 3.MD.C.5 | 3.MD.C.5a | 3.MD.C.5b

[Arithmetic word problems with volume](#) 3.MD.A.2

## Number and Operations

### Number and Operations: Base Ten and Fractions

#### Standards Alignment

#### RIT Range: < 160

[Addition within 5](#) K.OA.A.5

[Making five](#) K.OA.A.4

[Making ten](#) K.OA.A.4

[Making ten 2](#) K.OA.A.4

[Subtraction within 5](#) K.OA.A.5

#### RIT Range: 161 - 178

[Addition within 20](#) 1.OA.C.6

## Number and Operations

### Number and Operations: Base Ten and Fractions

### Standards Alignment

#### RIT Range: 161 - 178

[Addition and subtraction within 10](#)

1.OA.D.8

#### RIT Range: 161-178

[Adding 1s or 10s \(no regrouping\)](#)

1.NBT.C.4

[Adding 1 or 10](#)

1.NBT.C.4

[Adding two-digit numbers \(no regrouping\)](#)

1.NBT.C.4

[Breaking apart two-digit addition problems](#)

1.NBT.C.4

[Regrouping: two-digit number plus one-digit number](#)

1.NBT.C.4

#### RIT Range: 179-191

[Adding and subtracting within 1000 using a number line](#)

2.NBT.B.7

[Addition within 100](#)

2.NBT.B.5

[Adding and subtracting using a number line](#)

2.NBT.B.7

[Adding 10s and 100s \(no regrouping\)](#)

2.NBT.B.7

[Adding two- and three-digit numbers \(no regrouping\)](#)

2.NBT.B.7

[Breaking apart three-digit addition problems](#)

2.NBT.B.7

[Adding two-digit numbers by making tens](#)

2.NBT.B.5

[Adding two-digit numbers by making tens 2](#)

2.NBT.B.5

[Regrouping: two-digit number minus one-digit number](#)

2.NBT.A.4

[Select strategies for adding within 100](#)

2.NBT.B.7

[Subtracting 1s or 10s \(no regrouping\)](#)

2.NBT.B.5

[Subtraction within 20](#)

2.NBT.B.5

[Subtraction within 100](#)

2.NBT.B.5

[Subtracting 10s and 100s \(no regrouping\)](#)

2.NBT.B.7

[Subtracting two- and three-digit numbers \(no regrouping\)](#)

2.NBT.B.7

[Subtracting 1 or 10](#)

2.NBT.B.5

[Subtracting two-digit numbers \(no regrouping\)](#)

2.NBT.B.5

#### RIT Range: 192 - 203

[Meaning of division](#)

3.OA.A.2

## Number and Operations

### Number and Operations: Base Ten and Fractions

### Standards Alignment

RIT Range: 192 - 203

[Meaning of multiplication](#)

3.OA.A.1

RIT Range: 192-202

[Addition within 1000](#)

3.NBT.A.2

[Comparing fractions with the same numerator or denominator](#)

3.NF.A.3 | 3.NF.A.3d

[Comparing fractions with the same denominator](#)

3.NF.A.3 | 3.NF.A.3d

[Comparing fractions with the same numerator](#)

3.NF.A.3 | 3.NF.A.3d

[Visually comparing fractions 1](#)

3.NF.A.3 | 3.NF.A.3d

[Identifying unit fractions](#)

3.NF.A.1

[Equivalent fractions on the number line](#)

3.NF.A.3 | 3.NF.A.3a | 3.NF.A.3b

[Equivalent fraction models](#)

3.NF.A.3 | 3.NF.A.3a | 3.NF.A.3b

[Finding 1 on the number line](#)

3.NF.A.2 | 3.NF.A.2a | 3.NF.A.2b | 3.NF.A.3c

[Fractions on the number line](#)

3.NF.A.2

[Unit fractions on the number line](#)

3.NF.A.2 | 3.NF.A.2a | 3.NF.A.2b

[Recognizing fractions 2](#)

3.NF.A.1

[Addition using groups of 10 and 100](#)

3.NBT.A.2

[Multiply by tens](#)

3.NBT.A.3

[Multiply by tens word problems](#)

3.NBT.A.3

[Comparing fractions of different wholes](#)

3.NF.A.3d

[Identifying numerators and denominators](#)

3.NF.A.1

[Recognizing fractions 1](#)

3.NF.A.1

[Rounding to the nearest ten or hundred](#)

3.NBT.A.1

[Subtraction within 1000](#)

3.NBT.A.2

[That's not fair!](#)

3.NF.A.1

[Writing fractions as whole numbers](#)

3.NF.A.3c



## Number and Operations

### Understand Place Value, Counting, and Cardinality

### Standards Alignment

#### RIT Range: < 160

<a href="#">Comparing numbers of objects</a>	K.CC.C.6
<a href="#">Less and greater</a>	K.CC.C.7
<a href="#">Count from any number</a>	K.CC.A.2
<a href="#">Counting in scenes</a>	K.CC.B.4
<a href="#">Counting in the right order</a>	K.CC.B.4a
<a href="#">Counting with small numbers</a>	K.CC.B.5
<a href="#">Count to 100</a>	K.CC.A.1
<a href="#">How many objects 1</a>	K.CC.B.5
<a href="#">How many objects 2</a>	K.CC.B.5
<a href="#">One more, one less</a>	K.CC.B.4c
<a href="#">Teen numbers</a>	K.NBT.A.1

#### RIT Range: 161 - 178

<a href="#">Numbers to 120</a>	1.NBT.A.1
--------------------------------	-----------

#### RIT Range: 161-178

<a href="#">Comparing two-digit numbers</a>	1.NBT.B.3
<a href="#">Groups of ten objects</a>	1.NBT.B.2   1.NBT.B.2c
<a href="#">Two-digit place value challenge</a>	1.NBT.B.2

#### RIT Range: 179-191

<a href="#">Comparing three-digit numbers</a>	2.NBT.A.4
<a href="#">Counting money (U.S.)</a>	2.NBT.A.2
<a href="#">Hundreds, tens, and ones</a>	2.NBT.A.1   2.NBT.A.1a   2.NBT.A.1b
<a href="#">Skip-counting by 100s</a>	2.NBT.A.2
<a href="#">Skip-counting by 10s</a>	2.NBT.A.2
<a href="#">Skip-counting by 5s</a>	2.NBT.A.2
<a href="#">Three-digit place value challenge</a>	2.NBT.A.3

## Operations and Algebraic Thinking

### Properties of Operations

### Standards Alignment

#### RIT Range: 161-178

<a href="#">Addition within 20</a>	1.OA.C.6
<a href="#">Addition and subtraction within 10</a>	1.OA.D.8
<a href="#">The equals sign</a>	1.OA.D.7
<a href="#">Relate addition and subtraction</a>	1.OA.B.4

#### RIT Range: 179-191

<a href="#">Repeated addition</a>	2.OA.C.4
-----------------------------------	----------

#### RIT Range: 192 - 203

<a href="#">Meaning of division</a>	3.OA.A.2
<a href="#">Multiplication using place value understanding</a>	3.OA.B.5

#### RIT Range: 192-202

<a href="#">Whole numbers on the number line</a>	3.OA.C.7
<a href="#">Properties of multiplication</a>	3.OA.B.5
<a href="#">Relate division to multiplication</a>	3.OA.B.6
<a href="#">Relate division to multiplication word problems</a>	3.OA.B.6

## Operations and Algebraic Thinking

### Represent and Solve Problems

### Standards Alignment

#### RIT Range: < 160

<a href="#">Addition within five</a>	K.OA.A.5
<a href="#">Addition word problems within 10</a>	K.OA.A.2
<a href="#">Making five</a>	K.OA.A.4
<a href="#">Making 10 (using grids)</a>	K.OA.A.4
<a href="#">Making 10</a>	K.OA.A.4
<a href="#">Making small numbers in different ways</a>	K.OA.A.3
<a href="#">Put together</a>	K.OA.A.1
<a href="#">Subtraction within five</a>	K.OA.A.5
<a href="#">Subtraction word problems within 10</a>	K.OA.A.2

## Operations and Algebraic Thinking

### Represent and Solve Problems

### Standards Alignment

#### RIT Range: < 160

[Take apart](#)

K.OA.A.1

#### RIT Range: 161-178

[Adding three numbers](#)

1.OA.A.2

[Addition and subtraction word problems 1](#)

1.OA.A.1

[Addition and subtraction word problems 2](#)

1.OA.A.1

[Word problems with "more" and "fewer" 1](#)

1.OA.A.1

[Word problems with "more" and "fewer" 2](#)

1.OA.A.1

#### RIT Range: 179 - 191

[Repeated addition](#)

2.OA.C.4

#### RIT Range: 179-191

[Addition and subtraction within 100 word problems 1](#)

2.OA.A.1

[Addition and subtraction within 100 word problems 2](#)

2.OA.A.1

[Word problems within 100 with "more" and "fewer" 1](#)

2.OA.A.1

[Word problems within 100 with "more" and "fewer" 2](#)

2.OA.A.1

[Comparing lengths](#)

2.OA.A.1

[Find the missing number \(addition and subtraction within 100\)](#)

2.OA.A.1

[Length word problems](#)

2.OA.A.1

[Solving problems with picture graphs 1](#)

2.OA.A.1

#### RIT Range: 192-202

[Basic division](#)

3.OA.A.4

[1-digit division](#)

3.OA.A.4

[Meaning of division](#)

3.OA.A.2

[Meaning of multiplication](#)

3.OA.A.1

[Multiplying 1-digit numbers](#)

3.OA.A.4

[Math patterns 1](#)

3.OA.D.9

[Patterns in multiplication tables](#)

3.OA.D.9

## Operations and Algebraic Thinking

### Represent and Solve Problems

### Standards Alignment

RIT Range: 192-202

[Solving basic multiplication and division equations](#)

3.OA.A.4

[Two-step word problems with addition, subtraction, multiplication, and division](#)

3.OA.D.8