



The Common Core State Standards



What districts
need to know
to get ready

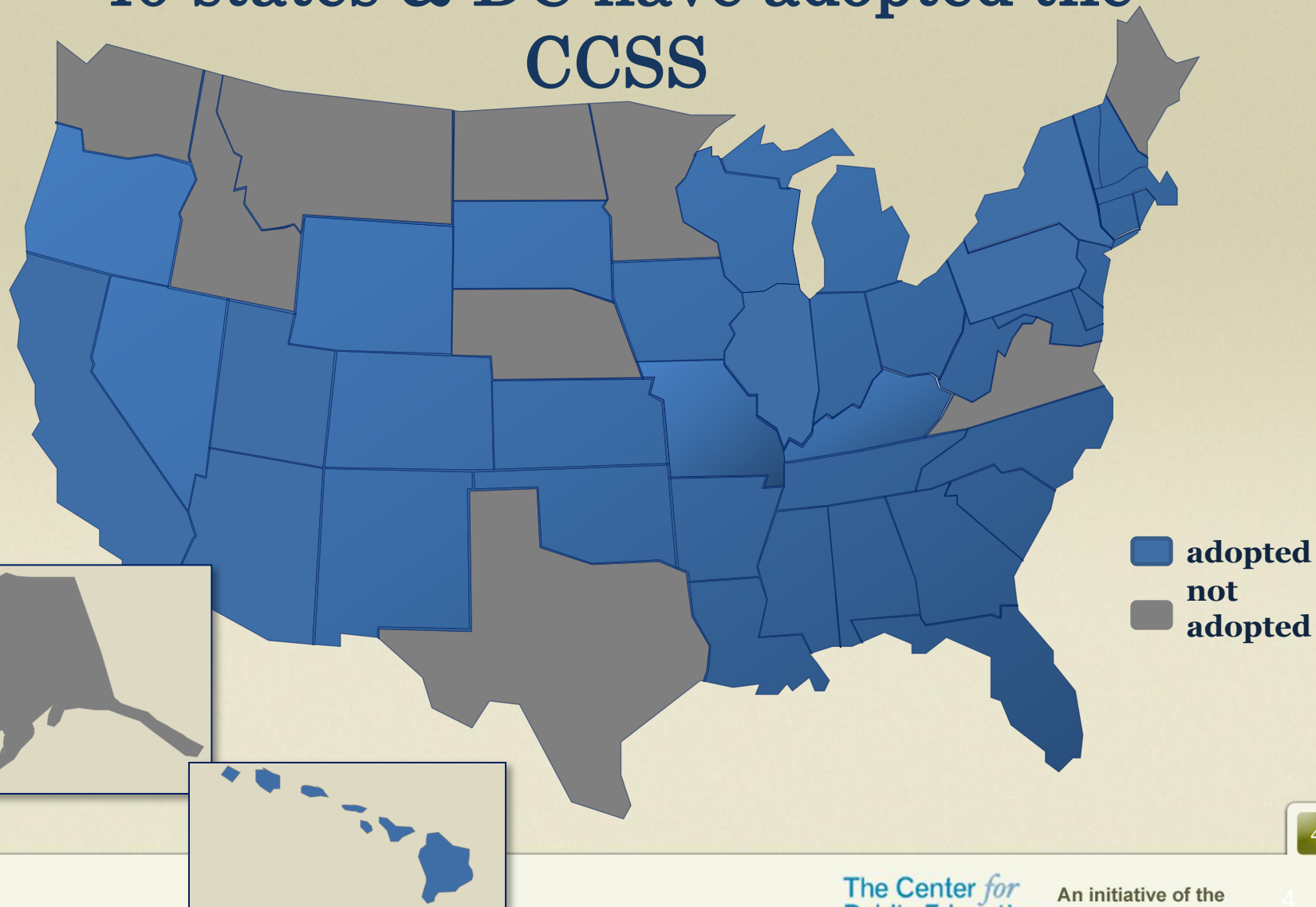
The Common Core Standards are intended to be:

- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO

The Common Core Standards process:

- CCSSO and NGA's Center for Best Practices
- Advisory group: Achieve, Inc.; ACT, Inc.; College Board, NASBE, and SHEEO
- Draft graduation standards released September, 2009 for public comment
- Draft K-12 standards released March 2010
- Final documents released June 2010

40 states & DC have adopted the CCSS



What's in the standards – English language arts

Reading

- Balance of literature and informational texts
- Text complexity

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

What's different? English language arts

**Standards for reading and writing in history/
social studies, science, and technical subjects**

- Complement rather than replace content standards in those subjects
- Responsibility of teachers in those subjects

**Alignment with college and career readiness
expectations**

What's in the standards – Mathematics

Number & quantity

Algebra - algebraic thinking K-5

Functions

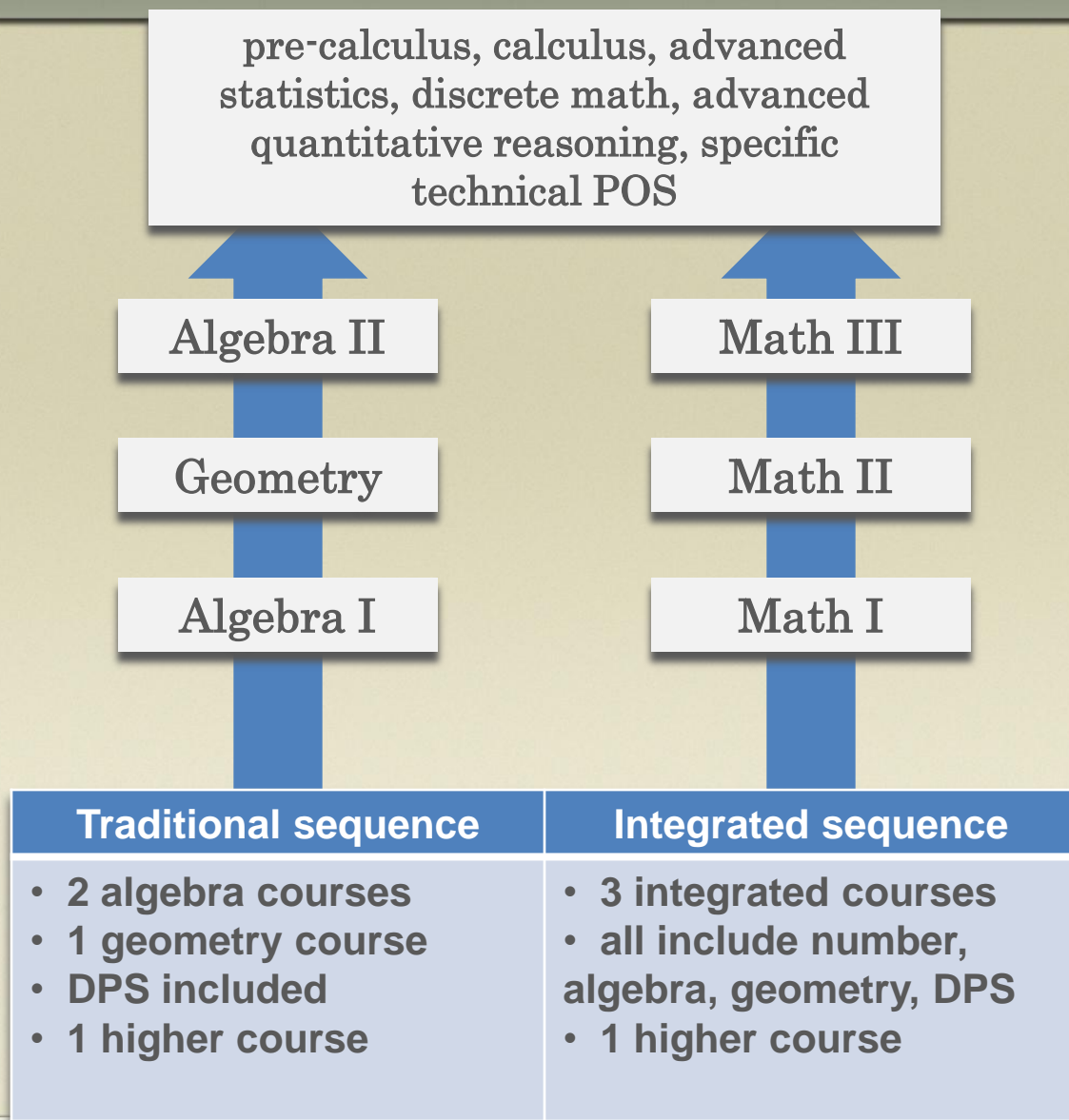
Modeling - high school

Geometry

Statistics & probability

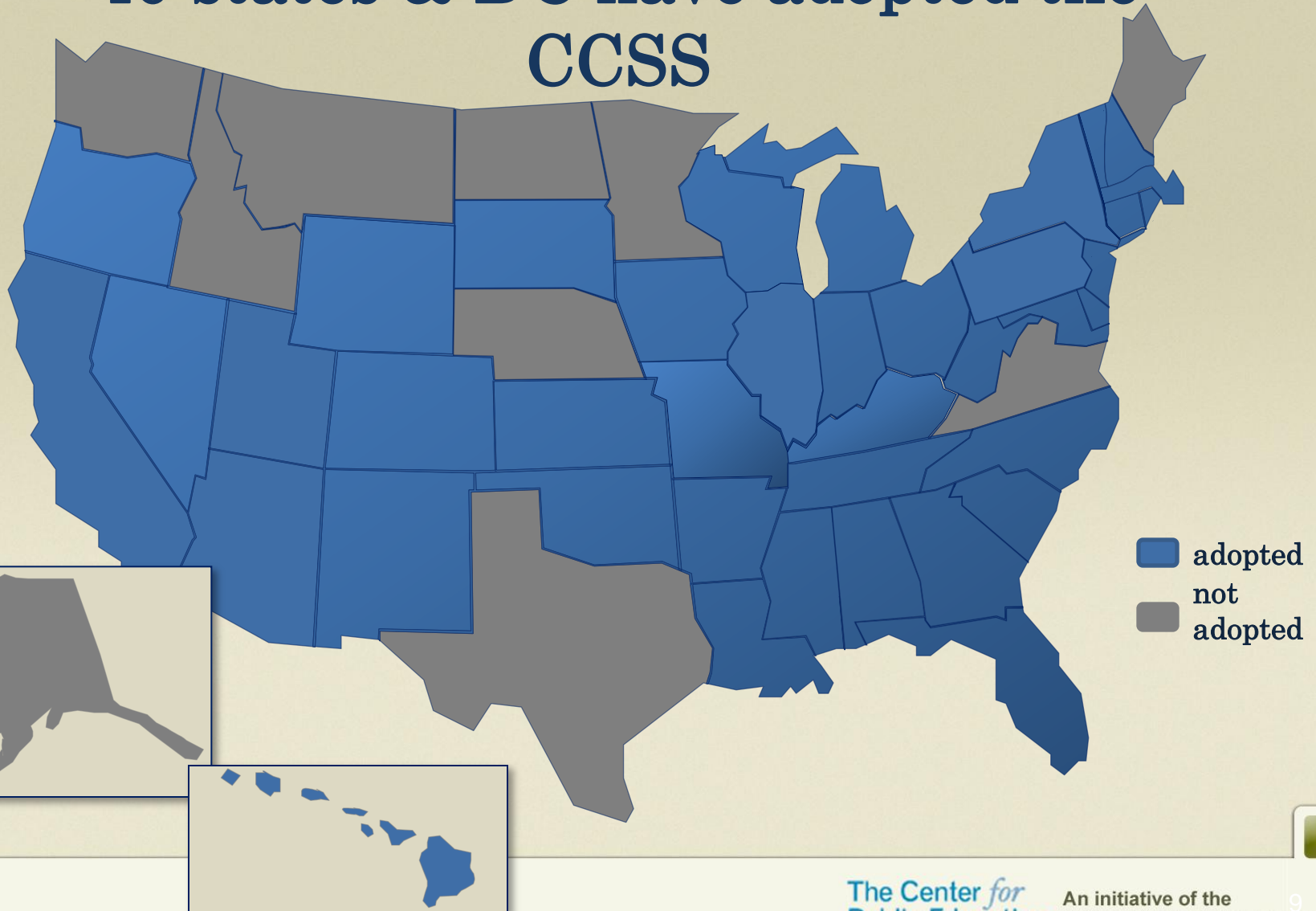
Emphasis on **Mathematical practice**

Pathways through high school mathematics





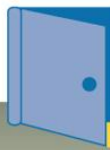
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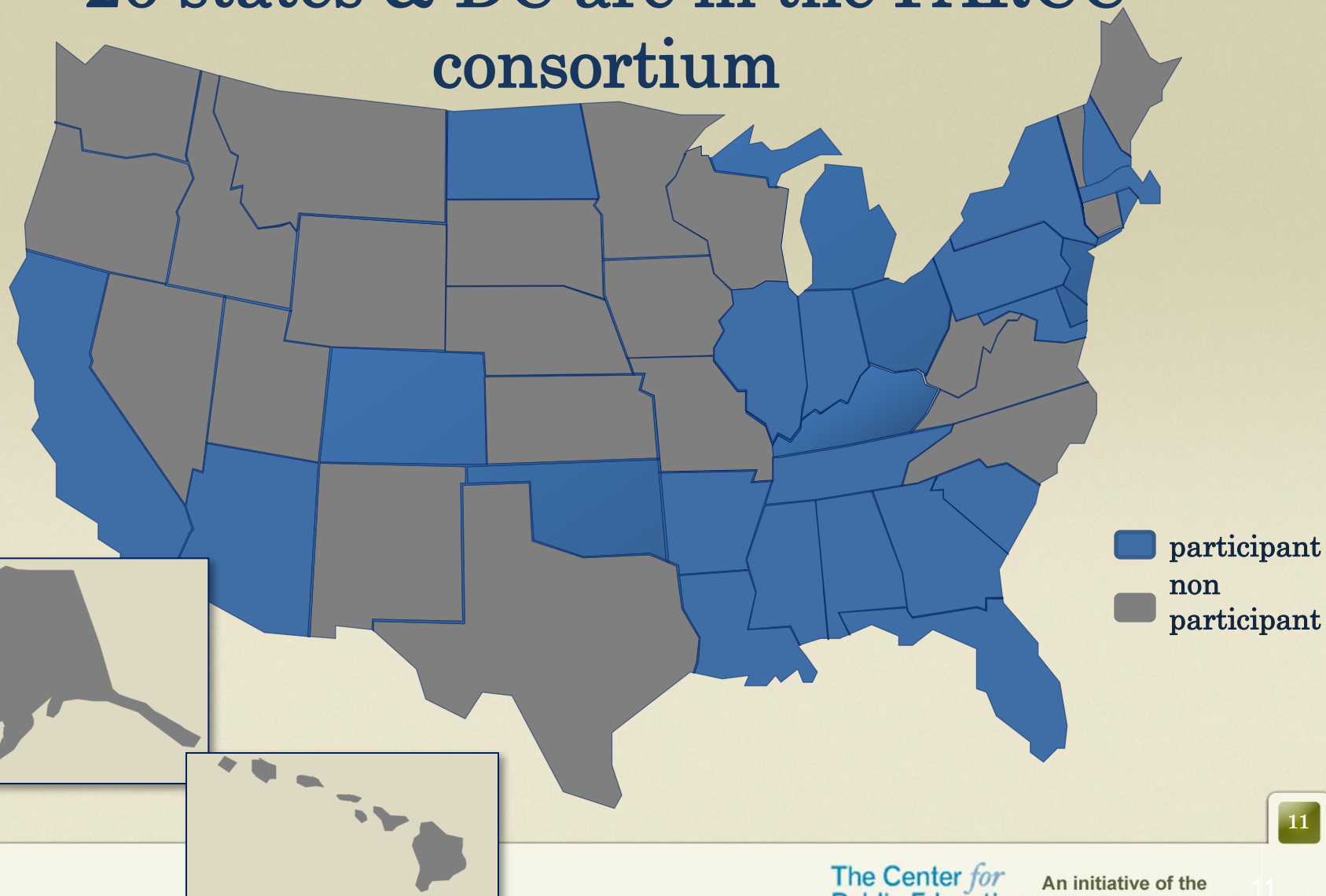
PARCC

Partnership for Assessment of Readiness for College & Careers

- 26-state coalition to develop 21st century assessments aligned to common core standards
- headed by Achieve, Inc.
- supported with \$170 million federal grant
- tests will be ready 2014-15
- emphasis on formative, or benchmark assessments to monitor students' progress toward college/career readiness
- assessments will be computer-based



26 states & DC are in the PARCC consortium

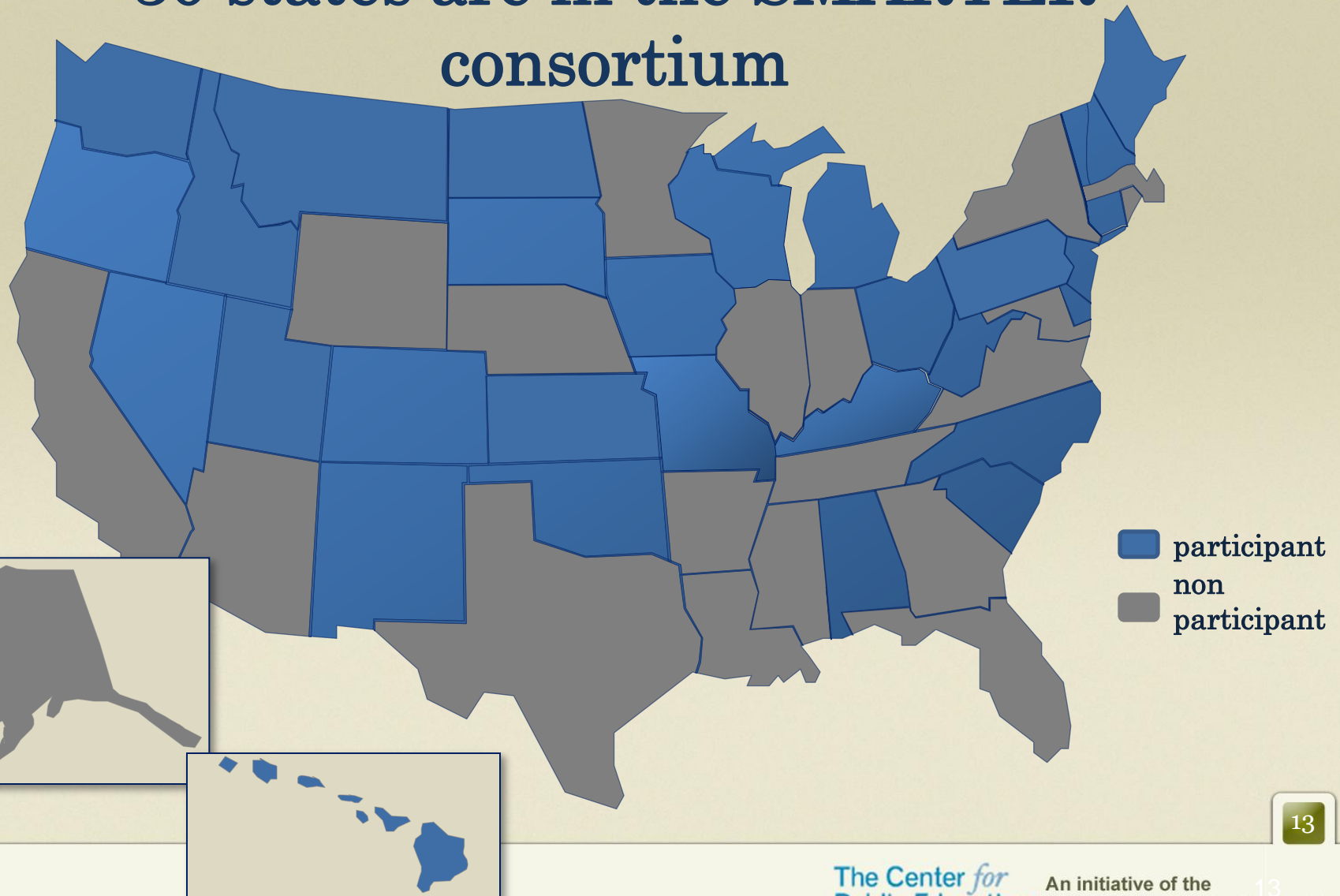


SMARTER

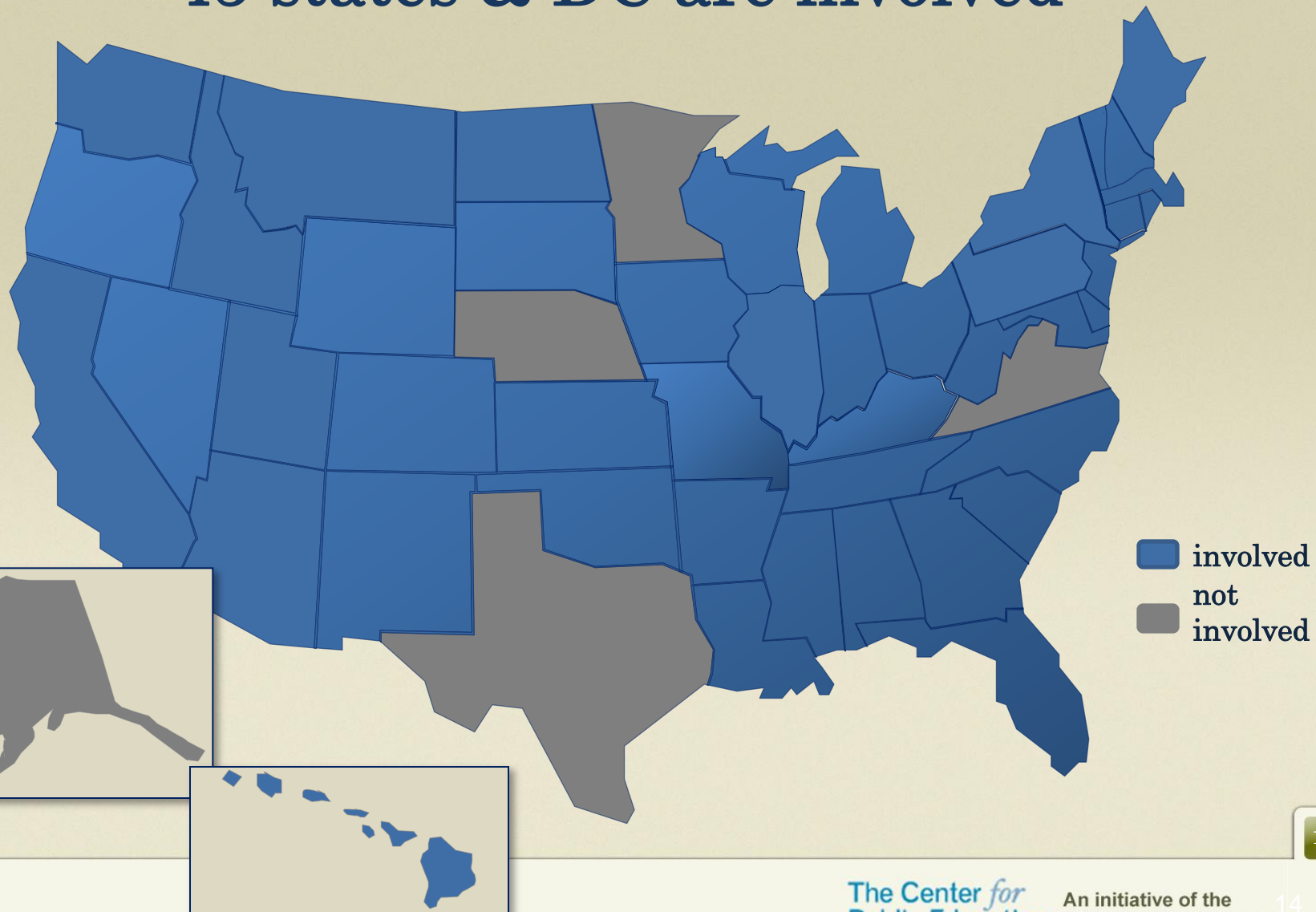
SMARTER Balanced Assessment Consortium

- 30-state coalition to develop computer adaptive tests aligned to common core standards
- centered at University of Washington
- supported with \$176 million federal grant
- tests will be ready 2014-15
- emphasis on twice-yearly summative exams
- optional formative, or benchmark exams, tools for teachers' ongoing classroom assessment

30 states are in the SMARTER consortium



45 states & DC are involved



Points of collaboration SMARTER & PARCC

- working to ensure comparability of scores
- developing protocols for Artificial Intelligent scoring
- working toward same deadlines



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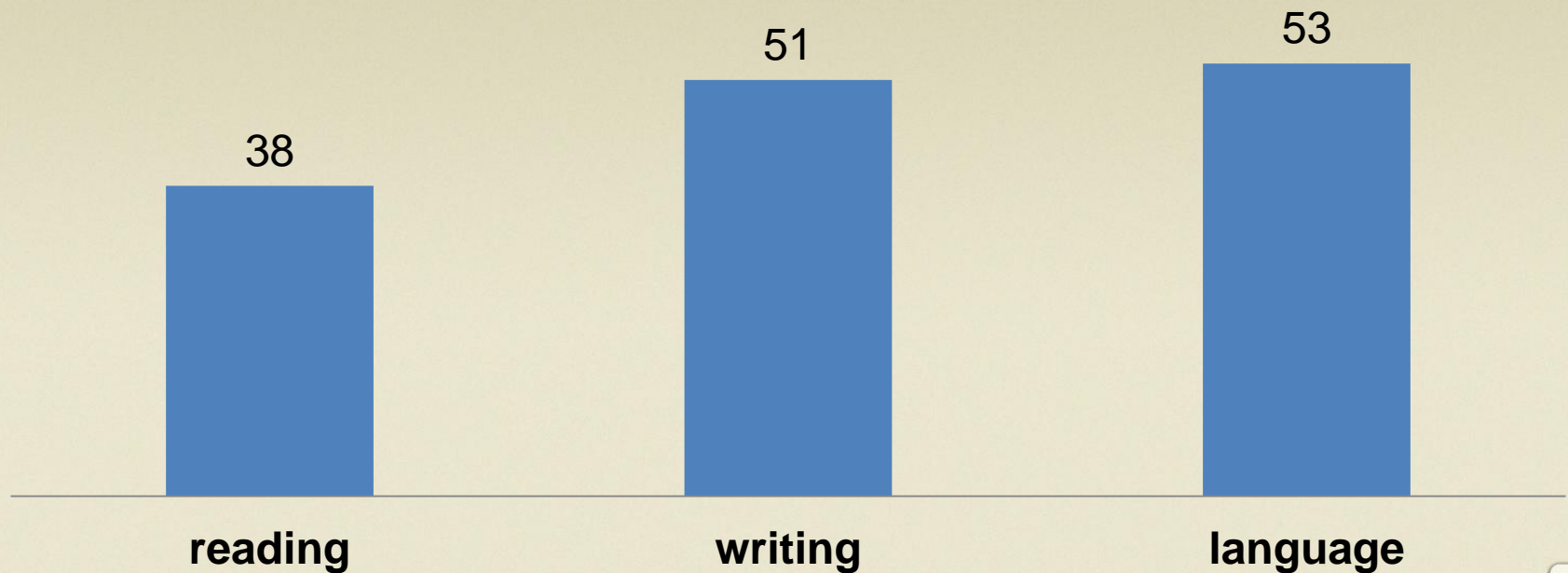


The
challenges



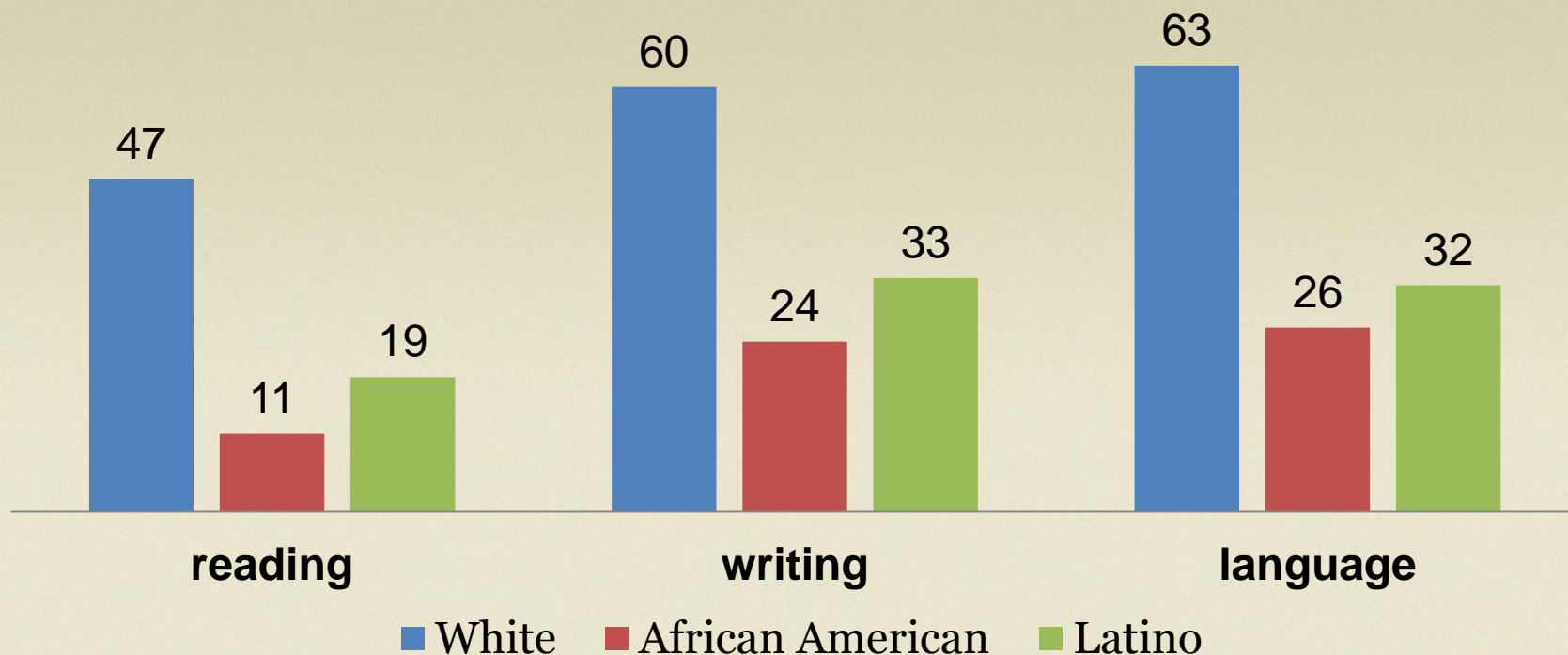
ACT's 'first look' at the common core standards – English language arts

Percent of 2009 11th graders scoring at college-career ready benchmark



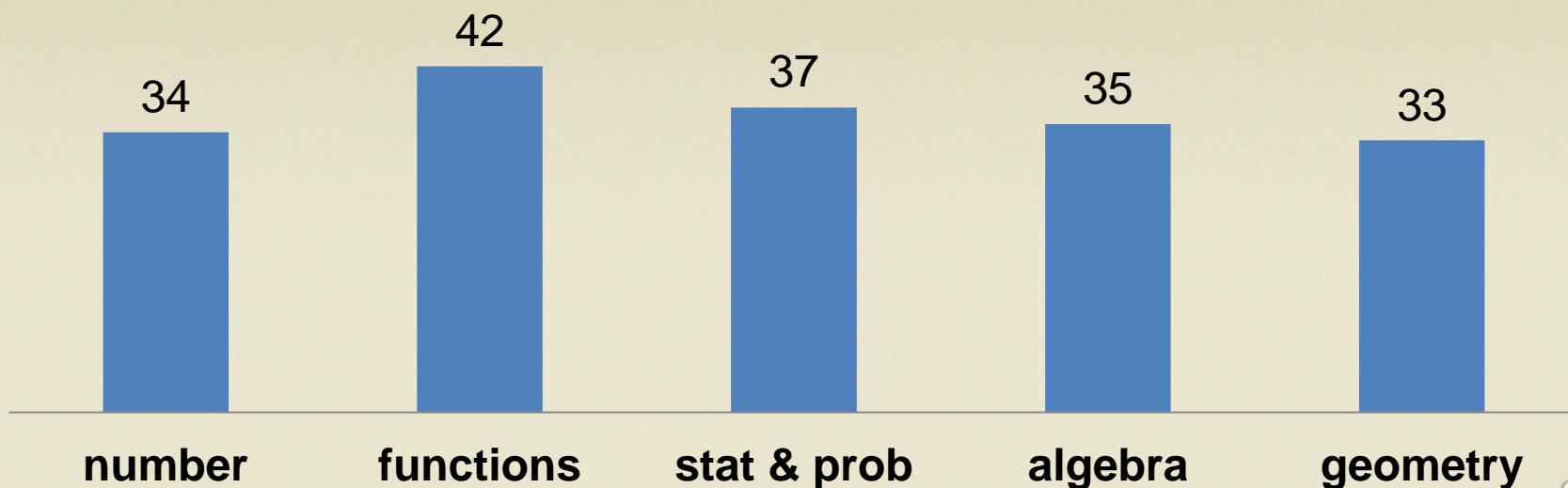
ACT's 'first look' – Achievement gap ELA

Percent of 2009 11th graders scoring at college-career ready benchmark



ACT's 'first look' at the common core standards – Mathematics

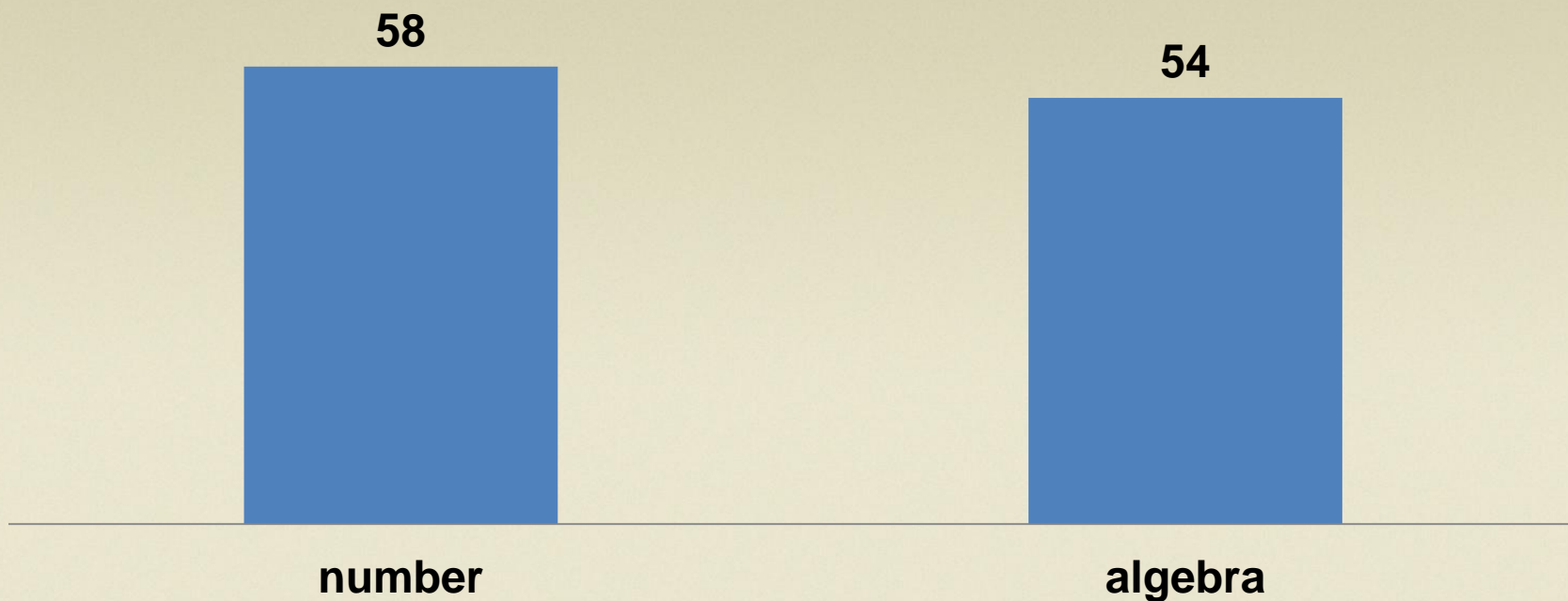
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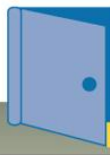




NAEP performance v. common core standards – Mathematics

Percent of 2009 8th graders answering NAEP/common core items correctly





Grandmother

By Shonto Begay

Grandmother was strong, like a distant mesa.
From her sprang many stories of days long ago.
From her gentle manners
lessons were learned
not easily forgotten.
She told us time and again
that the earth is our mother,
our holy mother.

"Always greet the coming day
by greeting your grandparents,
Ya' at' eeh Shi cheii (Hello, My Grandfather)
to the young juniper tree
Ya' at' eeh Shi masani (Hello, My Grandmother)
to the young pinon tree."

The lines in her face were marks of honor,
countless winters gazing into the blizzard,
many summers in the hot cornfield.
Her strong brown hands, once smooth,
carried many generations,
gestured many stories,
wiped away many tears.
The whiteness of her windblown hair,
a halo against the setting sun.

My grandmother was called Asdzan Alts' iisi,
Small Woman, Wife of Little Hat,
mother of generations of Bitter Water Clan,
she lived 113 years.

What's different?

The Road Not Taken

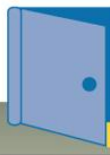
by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear:
Though as for that the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.



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What's different?

Explain how the speaker in "Grandmother" feels about Grandmother Asdzan Alts' iisi. In your response, use details and examples from the poem to support your answer. Write your answer on your answer document.

What's different?

Students *analyze* how the opening *stanza* of Robert Frost's "The Road Not taken" *structures* the rhythm and meter for the poem and how the *themes* introduced by the speaker *develop* over the course of the text.

The Road Not Taken

by Robert Frost

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What's different?

Explain how the speaker in “Grandmother” feels about Grandmother Asdzan Alts’ iisi. In your response, use details and examples from the poem to support your answer. Write your answer on your answer document.

Frost’s “The Road Not taken” *structures* the rhythm and meter for the poem and how the *themes* introduced by the speaker *develop* over the course of the text.

Both assess reading comprehension

Both ask students to use evidence from text

1st item focuses on reader response

2nd item asks for analysis, knowledge of poetic devices and theme



Resources districts will need

- Professional development for staff
- Aligned assessments & curriculum
- Aligned materials, eg., textbooks
- Supports for students



The Common Core State Standards



How states
are preparing

State survey

- Educational quality was cited most often as important factor in state's decision to participate
- Most states say full implementation will take at least until 2013 or beyond
- Most adopting states will require districts to implement CCSS, but the majority will not require, although will expect, changes in curriculum and teacher programs

State survey (con't)

- Most adopting states are unsure about state higher ed's plans to align admissions or 1st year curriculum to CCSS
- Developing teacher evaluation systems and funding were most often cited as major challenges
- RTTT funds seem to be helping implementation efforts

State timelines for implementation

Change related to CCSS	# of states making change	2012 or earlier	2013 or later
Changing state assessments	36	6	27
Requiring districts to implement CCSS	31	7	23
Creating/revising evaluation systems to hold educators accountable for students' CCSS mastery	30	9	19
Changing curriculum guides or materials	33	14	18
Adopting special initiatives to ensure CCSS are fully implemented in state's lowest performing schools	25	11	11
Revising educator certification policies and requirements to align with CCSS	18	5	10
Changing professional development programs	33	21	9



The Common Core State Standards



The national
view

CCSS and Congress

- To date, the CCSS have not been debated nor have the House and Senate Committees weighed in.
- No hearings have been held; and there has been no official or unofficial Congressional oversight.
- Their development has run parallel to the discussion of ESEA/No Child Left Behind (NCLB).

CCSS vs NCLB

Common Core State Standards	No Child Left Behind
INFLEXIBLE on CONTENT states must adopt 100% of CCSS K-12 standards	FLEXIBLE on CONTENT states define their own standards
INFLEXIBLE on ASSESSMENT must begin assessments on CCSS within three years	INFLEXIBLE on ASSESSMENT must assess state standards yearly 3-8 and once in high school
FLEXIBLE on ACCOUNTABILITY no requirements for public accountability	INFLEXIBLE on ACCOUNTABILITY numerous provisions

CCSS and the US Dept of Ed

- USED officials strongly encouraged state adoption of common standards in order to compete for Race to the Top funds and many states complied. In the end, 11 states and DC were awarded RTTT grants.
- NSBA opposes any provision to link CCSS adoption to ESEA funds; rather we maintain the position that CCSS should be voluntary by the states.

The future of CCSS

- An as-yet-undetermined new entity will be created to oversee the CCSS
- The standards are expected to be reviewed on a five-year cycle, working through a process similar to that used in their creation, and involve Achieve, NGA and the CCSSO.

CCSS future in the states

- 47 states are expected to eventually adopt CCSS – The “hold outs” are Texas, Alaska and Virginia.
- 30 states elected new governors in November 2010, and many State Legislatures flipped leadership. It’s not clear if these numbers will prevail.
- More than 40 states are encountering severe economic problems that require significant cuts in the per pupil expenditures. Taking on these new standards at this time may well be impractical.



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How districts
can get ready

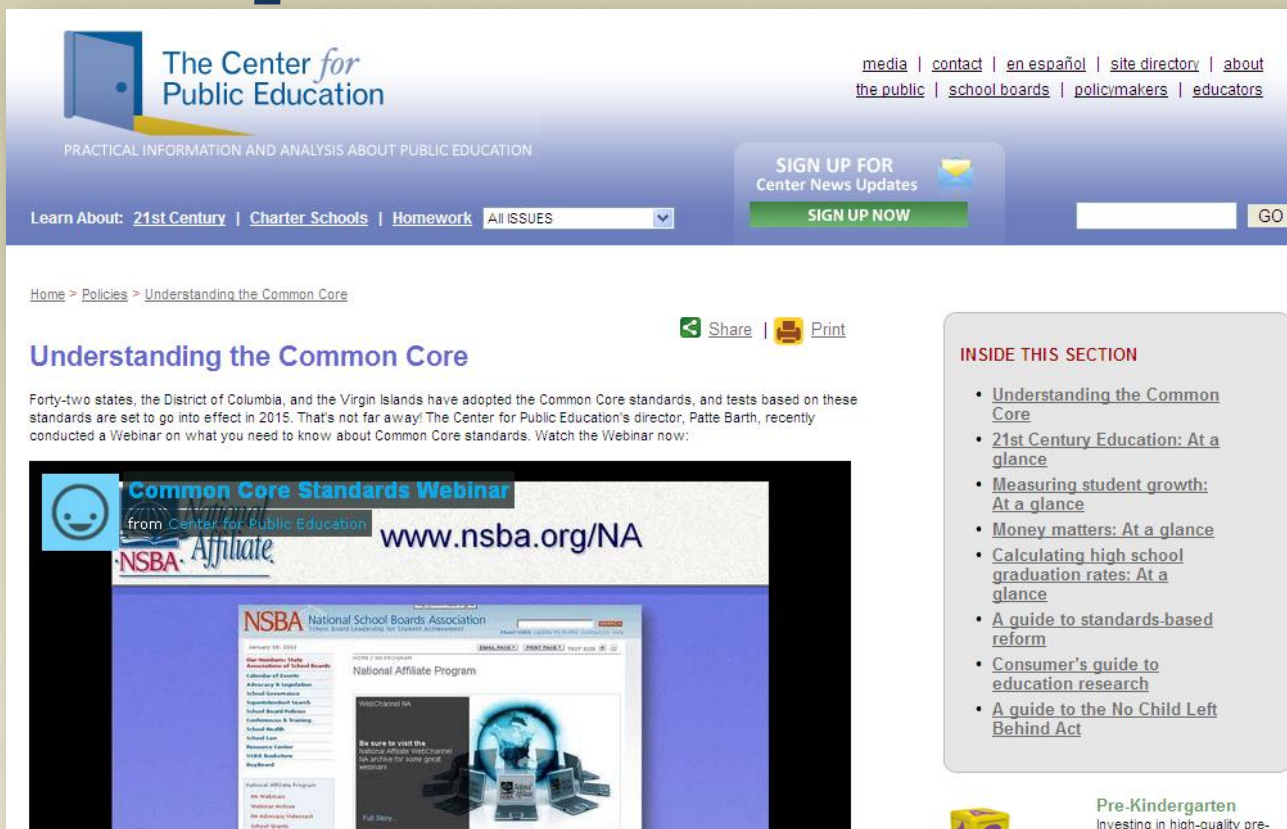
Don't wait for the state

- Get involved with what's happening at your SEA
- Set aside time for the school board to review CCSS and their implications
- Form teacher/administrator/parent study groups to analyze CCSS against current practices

Don't wait for the state

- Partner with local colleges & universities
 - Professional development
 - Curriculum alignment
 - Information sharing
 - Share placement tests
- Survey local businesses
- Reach out to the community

Watch this space



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Understanding the Common Core

Forty-two states, the District of Columbia, and the Virgin Islands have adopted the Common Core standards, and tests based on these standards are set to go into effect in 2015. That's not far away! The Center for Public Education's director, Patte Barth, recently conducted a Webinar on what you need to know about Common Core standards. Watch the Webinar now:

Common Core Standards Webinar
from Center for Public Education
NSBA Affiliate
www.nsba.org/NA

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