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September 18, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: Frances Ramirez-Maestas

**RE: COMMITTEE REQUEST: NATIONAL EDUCATION ASSOCIATION (NEA)
POSITION — COMMON CORE STATE STANDARDS (CCSS) AND
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS (PARCC)**

In response to a request during the August 2013 interim meeting for information relating to the position of the National Education Association (NEA) on the implementation of the Common Core State Standards (CCSS) and the Partnership for Assessment of Readiness for College and Careers (PARCC), the attached documents and statement were forwarded by NEA staff for the committee's review:

“Thank you again for relaying a legislator’s request for information from NEA regarding our position on Common Core and Parcc. As previously noted, we joined with NM-AFT to urge the Secretary-Designate to accept the offer by the US Department of Education to delay for one year the implementation of the new regulations for teacher evaluation until such time as all educators are appropriately trained on the Common Core and the P.E.D. can provide assurances that all hardware issues regarding the use of PARRCC assessments are completely resolved.

The National Education Association and its members have played an integral role in the development of the Common Core State Standards. The NEA has created a 50-member CCSS Cadre to work with it in vetting and developing materials for members to use in their schools and districts. The first publication by this group is the NEA Common Core State Standards Toolkit, an interactive PDF with links to many useful tools related to curriculum alignment, teaching strategies and professional learning.

NEA Common Core State Standards Toolkit:

http://www.nea.org/assets/docs/14047-CommonCore_Toolkit_14.pdf

NEA Policy Statement on Common Core State Standards: A Tool for Improving Education: http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

NEA Common Core State Standards Toolkit

Information & Resources

- English Language Arts/Literacy
- Mathematics

Introduction

These resources are designed to give educators the tools they need to implement the Common Core State Standards.

Background

The Common Core State Standards (CCSS) are a set of voluntary K-12 standards in English language arts/literacy and mathematics. The goal of the CCSS is to provide a clear, consistent understanding of what students are expected to learn. The Standards reflect the knowledge and skills required for successful entry into college and careers. To date, 45 states and the District of Columbia have agreed to adopt the CCSS, which are scheduled for full implementation in 2014.

The Common Core State Standards were developed in partnership with the National Governors Association, the Council of Chief State School Officers, the National Education Association, American Federation of Teachers, the International Reading Association, the National Council of Teachers of English, and the National Council of Teachers of Mathematics.

Common Core Working Group

In October 2012, NEA President Dennis Van Roekel appointed 56 members to the NEA Common Core Working Group, a nationwide effort to prepare educators to implement the Common Core State Standards. Comprised of state affiliates and local leaders, the group has three primary responsibilities: (1) maintain educators' presence throughout Common Core implementation; (2) facilitate communication about the Standards; and, (3) assist in the development of educational tools.

Vision and Goal Statement

NEA believes the CCSS have the potential to provide access to a complete and challenging education for all children. Broad range cooperation in developing these voluntary standards provides educators with more manageable curriculum goals and greater opportunities to use their professional judgment in ways that promote student success.

NEA developed this interactive toolkit with resources and access to forums to prepare educators to implement the Standards and positively impact student achievement by:

- ▶ Facilitating a feedback loop of information about the Standards and corresponding assessments;
- ▶ Informing instructional practice with strategies and curricular design methodologies; and,
- ▶ Providing a continuum of support for implementing the Standards, along with strategies for advocacy and parental and community engagement.

How to Use this Resource

This toolkit is intended to be a fully dynamic resource of information on Common Core State Standards and contains six critical areas for understanding and preparing for implementation of the Common Core State Standards: (1) Common Core State Standards Overview; (2) Curriculum and Instruction; (3) Professional Development; (4) Assessment and Reflection; (5) English Language Learners; and, (6) Students with Disabilities.

Reviewed in its entirety, the toolkit provides general background and links to pertinent information about the CCSS, as well as practical assistance and planning. Users can download editable materials and presentations in smaller chunks that may be used in a variety of settings. Video resources have been included for individual use as well as for sharing in larger settings.

Resources found in this toolkit will be updated periodically and as implementation of the Standards progress.

Overview

Background

The resources contained in this overview provide a general understanding of Common Core State Standards (CCSS) and a growing set of advocacy tools. NEA compiled these materials to snapshot key areas of implementation and assist in broad communication about the Standards.

Implementation

What are the Common Core State Standards?

EXAMPLES OF COMMON CORE STATE STANDARDS

English Language Arts-Literacy	Mathematics
<p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>—<i>Reading Standard for Literature, Grade 7 (Integration of Knowledge and Ideas)</i></p>	<p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>—<i>Mathematics Standard, Grade 4 (Geometry)</i></p>
<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>—<i>Writing Standards, Grade 4 (Research to Build and Present Knowledge)</i></p>	<p>Use probability to evaluate outcomes of decisions.</p> <p>—<i>Statistics and Probability Standards, High School (Using Probability to Make Decisions)</i></p>

These written and interactive resources provide general background on the developmental and educational shifts associated with implementing the CCSS.

- ▶ NEA Issues and Action: Common Core State Standards <http://www.nea.org/home/46653.htm>
- ▶ Hunt Institute's Common Core Video Series: <http://www.youtube.com/user/TheHuntInstitute>

- ▶ Three Minute Video Explaining the Common Core State Standards: <http://vimeo.com/51933492>
- ▶ Common Core State Standards for English Language Arts and Mathematics, Grades K-12
ELA: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
Math: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

How has NEA been involved in developing the Common Core State Standards?

Learn more about how NEA partnered with and advised state policymakers to ensure educators' voice was present throughout development of the Common Core State Standards.

<http://www.nea.org/home/46665.htm>

How are states implementing the Common Core State Standards?

States are progressing at varying rates in implementing the CCSS. The following resources provide information on states' preparations, looming challenges, as well as snapshots of assessment consortia and relevant legislation.

Common Core State-by-State Participation Guide

The following chart (next page) provides a state-by-state snapshot of states that have adopted the Common Core State Standards. The chart also outlines each state's choice of assessment consortia and shows the level of participation within those networks.

Key: "X" means the state has adopted CCSS or participates in the following assessment consortia: Smarter Balanced (SBAC), Partnership for Assessment of Readiness for College and Careers (PARCC), Assessment Services Supporting ELs through Technology Systems (ASSETS), or the World-Class Instructional Design (WIDA).

"XG" means the state is a governing state with a major role in development and decision making within the assessment consortium.

"X-ST" means the state has adopted the WIDA English Language Development Standards but does not participate in Consortium activities.

Common Core State-by-State Participation Guide

STATE	CCSS	SBAC	PARCC	ASSETS	WIDA
Alabama	X ¹			X	X
Alaska		X		X	
Arizona	X		XG		
Arkansas	X		XG		
California	X	XG			
Colorado	X		X	X	
Connecticut	X	XG			
Delaware	X	XG		X	X
District of Columbia	X		XG	X	X
Florida	X		XG		
Georgia	X		XG	X	
Hawaii	X	XG		X	
Idaho	X	XG		X-ST	X
Illinois	X		XG	X	X
Indiana	X		XG		
Iowa	X	XG			
Kansas	X	XG			
Kentucky	X		X	X	
Louisiana	X		XG		
Maine	X	XG		X	X
Maryland	X		XG	X	X
Massachusetts	X		XG	X	X
Michigan	X	XG		X-ST	X
Minnesota	X-ELA ²			X	X
Mississippi	X		XG		X
Missouri	X	XG		X	X
Montana		XG		X	X
Nebraska					
Nevada	X	XG		X	X
New Hampshire	X	XG		X	X
New Jersey	X		XG	X	X
New Mexico	X		XG	X	X
New York	X		XG		
North Carolina	X	XG		X	X
North Dakota	X	X	X	X	X
Ohio	X		XG		
Oklahoma	X		XG	X	X
Oregon	X	XG			
Pennsylvania	X	X	X	X	X
Rhode Island	X		XG	X	X
South Carolina	X	XG			X
South Dakota	X	XG		X	X
Tennessee	X		XG		X
Texas					
Utah	X			X-ST	X
Vermont	X	XG		X	X
Virginia				X	X
Washington	X	XG			
West Virginia	X	XG			
Wisconsin	X	XG		X	X
Wyoming	X	X		X	X

¹ As of February 1, 2013, Alabama withdrew its participation in both assessment consortia. It had not served as a governing state in either group. Alabama will continue to implement Common Core State Standards.

² Minnesota only has adopted the Common Core State Standards for English language arts.

Common Core Myths and Facts

Myths about Content and Quality: General

<p>Myth:</p> <p>Common standards will bring states' standards down to the lowest common denominator.</p>	<p>Fact:</p> <p>At the outset of developing the standards, there was an explicit agreement that no state would lower its standards. College and career ready standards are needed because even in high performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work. The standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. They were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes.</p>
<p>Myth:</p> <p>The standards are not internationally benchmarked.</p>	<p>Fact:</p> <p>International benchmarking played a significant role in both the English-Language Arts (ELA) and Math standards. In fact, the college and career ready standards include an appendix listing the evidence that was consulted in drafting the standards and the international data referenced in the benchmarking process.</p>
<p>Myth:</p> <p>The standards only include skills and do not address the importance of content knowledge.</p>	<p>Fact:</p> <p>The standards recognize that both content and skills are important. In ELA, the standards require certain critical content for all students, including: classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.</p> <p>In Mathematics, the standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.</p> <p>In addition, the standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.</p>

Myths about Content and Quality: Mathematics

<p>Myth:</p> <p>The standards do not prepare or require students to learn Algebra in the 8th grade, as many states' current standards do.</p>	<p>Fact:</p> <p>The standards do accommodate and prepare students for Algebra 1 in 8th grade, by including the prerequisites for this course in grades K-7. Students who master the K-7 material will be able to take Algebra 1 in 8th grade. At the same time, grade 8 standards are also included; these include rigorous algebra and will transition students effectively into a full Algebra 1 course. The overarching aim of the standards in mathematics for grades K through 7 is to prepare students to succeed in algebra in grade 8.</p>
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Myths about Content and Quality: Mathematics (cont.)

<p>Myth:</p> <p>Key math topics are missing or appear in the wrong grade.</p>	<p>Fact:</p> <p>The mathematical progressions presented in the standards are coherent and based on evidence.</p> <p>Part of the problem with having 50 different sets of state standards is that today, different states cover different topics at different grade levels. Coming to consensus guarantees that from the viewpoint of any given state, topics will move up or down in the grade level sequence. This is unavoidable. What is important to keep in mind is that the progression in the standards is mathematically coherent and leads to college and career readiness at an internationally competitive level.</p> <p>In fact, the use of learning progressions in order to outline goals for curriculum and instruction is a practice commonly used in many countries that perform well on international assessments of academic achievement.</p>
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Myths about Content and Quality: English Language Arts Literacy

<p>Myth:</p> <p>The standards suggest teaching “Grapes of Wrath” to second graders.</p>	<p>Fact:</p> <p>The ELA standards suggest “Grapes of Wrath” as a text that would be appropriate for 9th or 10th grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do. The Common Core State Standards create a staircase of increasing text complexity, so that students are expected to both develop their skills and apply them to more and more complex texts.</p>
<p>Myth:</p> <p>The standards are just vague descriptions of skills; they don’t include a reading list or any other similar reference to content.</p>	<p>Fact:</p> <p>The standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the standards. The exemplars of high quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides teachers with the flexibility to make their own decisions about what texts to use – while providing an excellent reference point when selecting their texts. The standards have the potential to provide teachers with far more manageable curriculum goals.</p>
<p>Myth:</p> <p>English teachers will be asked to teach science and social studies reading materials.</p>	<p>Fact:</p> <p>With common ELA standards, English teachers will still teach their students literature as well as literary non fiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are focusing on reading and writing to build knowledge within their subject areas.</p>

Myths about Content and Quality: English Language Arts Literacy (cont.)

Myth:

The standards don't have enough emphasis on fiction/literature.

Fact:

The standards require certain critical content for all students, including: classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Myths about Process

Myth:

No teachers were involved in writing the standards.

Fact:

The common core state standards drafting process relied on teachers and standards experts from across the country. In addition, there were many state experts that came together to create a thoughtful and transparent process of standard setting. The initiative has provided educators, parents, and a wide range of stakeholders and experts the opportunity to provide input.

Myth:

The standards are not research or evidence based.

Fact:

The standards have made careful use of a large and growing body of evidence. The evidence base includes scholarly research; surveys on what skills are required of students entering college and workforce training programs; assessment data identifying college and career ready performance; and comparisons to standards from high performing states and nations.

In ELA, the standards build on the firm foundation of the NAEP frameworks in Reading and Writing, which draw on extensive scholarly research and evidence. For Mathematics, the standards draw on conclusions from TIMSS and other studies of high performing countries that the traditional U.S. mathematics curriculum must become substantially more coherent and focused in order to improve student achievement, addressing the problem of a curriculum that is "a mile wide and an inch deep."

Myths about Implementation

Myth:

The standards tell teachers what to teach.

Fact:

The best understanding of what works in the classroom comes from the teachers who are in them. That's why these standards will establish what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards. They actually give teachers more flexibility and a common, general focus that allows teachers to exercise professional judgment in planning instruction.

Myths about Implementation (cont.)

<p>Myth:</p> <p>The Standards will be implemented through No Child Left Behind (NCLB) - signifying that the federal government will be leading them.</p>	<p>Fact:</p> <p>Common Core State Standards is a voluntary, state led effort that is not part of NCLB. States began the work to create clear, consistent college and career ready standards before their emphasis in the American Recovery and Reinvestment Act or release of the U.S. Department of Education's Elementary and Secondary Education Act Blueprint. Standards are being driven by the needs of the states, not the federal government.</p>
<p>Myth:</p> <p>These standards amount to a national curriculum for our schools.</p>	<p>Fact:</p> <p>The standards are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. They standards are not mandatory for states, and they were not developed through a top-down approach.</p>
<p>Myth:</p> <p>The federal government will take over ownership of Common Core State Standards.</p>	<p>Fact:</p> <p>The federal government will not govern Common Core State Standards. This initiative was and will remain a state-led effort. States controlled the development of the standards and retain the decision making related to whether to adopt the standards and how to implement them.</p>
<p>Myth:</p> <p>The Standards will lead to a national test.</p>	<p>Fact:</p> <p>The adoption and implementation of the standards is in the hands of the states. The assessments tied to the standards are also in the hands of the states.</p> <p>Although the U.S. Department of Education has funded state consortia for standards assessment systems, Smarter Balanced and the Partnership for Assessment of Readiness for College and Career, the power to develop and use any specific assessment remains in the hands of member states.</p>

Sources:

Common Core Standards Initiative: www.corestandards.org

NEA Policy Brief, "Common Core State Standards: A Tool for Improving Education." http://www.nea.org/assets/docs/HE/PB30_CommonCoreStandards10.pdf

NEA Background, "Common Core State Standards for College and Career Readiness." <http://www.nea.org/home/55486.htm>

Special Features

This section provides downloadable resources that can be customized for handouts, presentations, and additional background. These documents detail NEA messages on CCSS. They also expand on key elements of the Standards, such as the various assessment consortia, education and instructional shifts, and college and career readiness points.

- ▶ President Dennis Van Roekel on Common Core State Standards
- ▶ Common Core State Standards for College and Career Readiness
- ▶ NEA Webinar on Common Core State Standards
- ▶ Common Core State Standards Overview: The Shifts: What they are and why they are so important
- ▶ The Common Core State Standards: Moving beyond awareness to classroom implementation and assessment
- ▶ College and Career Readiness: Strengthening Postsecondary Pathways with Common Core State Standards

Parent and Community Engagement Materials

- ▶ NEA Policy Brief, "Parent, Family, Community Involvement in Education"
- ▶ Parent's Guide to Student Success—National PTA grade-by-grade for Common Core State Standards
- ▶ Raising the Bar: Implementing Common Core State Standards for Latino Student Success
- ▶ Parent Roadmaps for English Language Arts

Media Highlights

- ▶ Here Come the Common Core Standards
- ▶ States Struggling with Common Core Transition
- ▶ Common Core Found to Rank with Respected Standards
- ▶ Common Core Standards Drew on Ideas from Abroad
- ▶ Common Core: Getting There Globally

Resources

Council of Chief State School Officers: http://www.ccsso.org/Resources/Programs/The_Common_Core_State_Standards_Initiative.html

National Parent Teacher Association: <http://pta.org/parents/content.cfm?ItemNumber=2583>

The Hunt Institute: <http://www.hunt-institute.org/knowledge-library/articles/2011-9-1/common-core-state-standards-a-new-foundation-for-student-success/>

Student Achievement Partners: <http://www.achievethecore.org/>

Education Week: <http://www.edweek.org/topics/standards/>

Curriculum & Instruction

NEA Common Core State Standards Toolkit

This section includes information, tools, and resources to help users:

1. Recognize the primary shifts of the Common Core State Standards (CCSS)
2. Access the tools and resources to implement CCSS across grade levels and content areas
3. Increase knowledge of the primary content shifts indicated in the CCSS for English Language Arts/Literacy (ELA/Literacy)
4. Identify evidence bases associated with the shifts in the CCSS
5. Locate state, general, and content-specific resources to broaden understanding of the CCSS

Background

The CCSS are not a curriculum. Standards are statements of the knowledge and skills that students must master to be considered college- and career-ready. Curriculum is the roadmap that teachers use to help young people acquire and master those skills. Depending upon the individual needs and learning styles of their students, teachers then develop instructional strategies and techniques to navigate the roadmap.

One key to navigating the roadmap is to understand the shifts required by the CCSS. There are three primary shifts for ELA/Literacy and three for mathematics as follows:

SHIFTS FOR ENGLISH LANGUAGE ARTS/LITERACY	SHIFTS FOR MATHEMATICS
1. Building knowledge through content-rich nonfiction	1. Focus strongly where the Standards focus
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational	2. Coherence: Think across grades, and link to major topics within grades
3. Regular practice with complex text and its academic language	3. Rigor: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

Description of Common Core Shifts for English Language Arts/Literacy and Mathematics:

http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf

Resources for Understanding the Common Core State Standards:

<http://www.edutopia.org/common-core-state-standards-resources>

Preparing for the Common Core

A description of the four major hurdles associated with the implementation of the CCSS.

<http://thejournal.com/articles/2012/11/27/preparing-for-common-core.aspx?=THENU>

Implementation

General

▶ An Example of a Local CCSS Systems Implementation Plan Template

Each local education agency (LEA) should develop its own local plan for CCSS systems implementation based on local needs and resources. This document is an example of California's efforts to develop local plans and includes a template organized around the significant milestones of CCSS systems implementation. The template denotes full implementation of CCSS systems by the 2014-2015 school year. LEAs may wish to augment their local plans with elements from the Suggestions and Opportunities for LEAs charts distributed throughout the document or delete elements as appropriate to create a plan that is tailored to local needs.

<http://www.cde.ca.gov/re/cc/documents/appendixaleatemplate.doc>

▶ Student Achievement Partners (SAP) Basal Alignment Project

The Basal Alignment Project (BAP) is an initiative launched by SAP and the Council of the Great City Schools to build district capacity for writing text-dependent questions for Reading/ELA/Literacy existing textbooks. The BAP provides training on aligning existing text questions with the CCSS. These resources are free and can be accessed after joining the Edmodo group by entering the Edmodo group code "etuyrm."

▶ <http://www.edmodo.com/>

Elementary School

▶ Video

English Language Arts/Literacy

Teaching Channel videos offer educators a wide range of subjects for grades K-12. The videos also include information on alignment with CCSS.

<https://www.teachingchannel.org/videos?default=1>

Mathematics

<https://www.teachingchannel.org/videos?default=1>

▶ Sample Lessons

English Language Arts/Literacy

This Web site offers exemplars that feature reading tasks in which students are asked to read and reread passages and respond to a series of text-dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text. Teachers are encouraged to modify these exemplars to suit the needs of their students.

<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>

This site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site. Registration is free.

<http://educore.ascd.org/>

Mathematics

This Web site offers exemplars that illustrate the range and types of mathematical work that students should experience under the CCSS, as well as graphic representations of the learning progressions that occur across grade levels by strand.

<http://illustrativemathematics.org/illustrations>

From ASCD; you must register to use the site. Registration is free.

<http://educore.ascd.org/>

<https://www.teachingchannel.org/videos?default=1>

Middle School

▶ Video

English Language Arts/Literacy

<https://www.teachingchannel.org/videos?default=1>

Mathematics

<https://www.teachingchannel.org/videos?default=1>

▶ Sample Lessons

English Language Arts/Literacy

The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site. Registration is free.

<http://educore.ascd.org/>

This Web site contains close reading exemplars intended to model how teachers can support their students as they undertake the kind of careful reading the Common Core State Standards require.

<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>

Mathematics

This Web site offers exemplars that illustrate the range and types of mathematical work that students should experience under the CCSS, as well as graphic representations of the learning progressions that occur across grade levels by strand.

<http://illustrativemathematics.org/illustrations>

The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site. Registration is free.

<http://educore.ascd.org/>

High School

▶ Video

English Language Arts/Literacy

<https://www.teachingchannel.org/videos?default=1>

Mathematics

<https://www.teachingchannel.org/videos?default=1>

▶ Sample Lessons

English Language Arts/Literacy

The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site. Registration is free.

<http://educore.ascd.org/>

This Web site contains close reading exemplars intended to model how teachers can support their students as they undertake the kind of careful reading the Common Core State Standards require.

<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>

Mathematics

This Web site offers exemplars that illustrate the range and types of mathematical work that students should experience under the CCSS, as well as graphic representations of the learning progressions that occur across grade levels by strand.

<http://illustrativemathematics.org/standards/practice>

The site contains numerous lessons designed with the CCSS in mind. From ASCD; you must register to use the site. Registration is free.

<http://educore.ascd.org/>

Exemplars for Other Disciplines

▶ Social Studies

This is the America Achieves Web site. You must register to access information. Registration is free.

<http://commoncore.americaachieves.org/>

▶ Science

The Next Generation Science Standards (NGSS) were released in April 2013. Like the CCSS, the NGSS are a set of voluntary, rigorous, and internationally benchmarked standards for K-12 science education. The standards identify science and engineering practices and content that all K-12 students should master to be college and career ready. In addition to the NGSS, the ELA/Literacy Standards address science in the Science, Social studies, and Technical Subjects Appendix (see pdf download below) and how they integrate reading, writing, and listening into grade 6-12 subject areas. In grades K-5, the English language arts coursework is considered a shared responsibility across all subject areas; any lesson in science should also include an ELA/Literacy component.

Next Generation Science Standards

<http://www.nextgenscience.org/>

Science, Social Studies and Technical Subjects Appendix

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

▶ Physical Education

Description: How can each content area show its connection to literacy? Physical educators are challenged to rethink how and what they typically teach. The PE curriculum is 20 years old and should be revised to show the connection to literacy.

<http://www.livebinders.com/play/play/241043>

▶ The Arts and the Common Core Curriculum Mapping Project

Description: Because the CCSS promote the importance of all students studying the arts, this section highlights places where ELA/Literacy instruction can be enhanced by connecting a genre or particular text, or a theme of a unit, to works of art, music, or film. For example, students can study self-portraiture when they encounter memoirs. Students might compare a novel, story, or play to its film or musical rendition. Where a particular period of literature or the literature of a particular region or country is addressed, works of art from that period or country may also be examined. In each case, connections are made to the standards in the CCSS themselves. Membership is required to access this site.

http://commoncore.org/maps/documents/Art_in_the_Maps.pdf

http://www.youtube.com/watch?feature=player_embedded&v=cPbKUF2zbyw

Text Complexity

The Common Core State Standards are the first to require text complexity as a specific standard: "Read and comprehend complex literary and informational texts independently and proficiently." When choosing texts for instruction and assessment at any grade level, educators should consider three dimensions of text complexity:

1. Use *quantitative measures* to assign a text to a grade band
2. Use *qualitative measures* to locate a text within a specific grade band
3. Use *professional judgment* to decide how suited a text is for a specific instructional purpose with a particular set of students

For details on how to measure text complexity and make it a regular part of instruction, consult the following document: [CCSS for ELA and Literacy in.pdf](#). It introduces a three-part model that blends qualitative and quantitative measures of text complexity with reader and task considerations. The final section in this document concludes with three annotated examples showing how the model can be used to assess the complexity of various kinds of texts appropriate for different grade levels.

For more information and resources about text complexity, visit:

<http://www.achievethecore.org/steal-these-tools/text-complexity>

Text-Dependent Questions

Text-Dependent Questions: What Are They?

The Common Core State Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. In fact, 80 to 90 percent of the reading Standards in each grade *require* text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln's "Gettysburg Address," the following would not be text-dependent questions:

- ▶ Why did the North fight the Civil War?
- ▶ Have you ever been to a funeral or gravesite?
- ▶ Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?

The overarching problem with these questions is that they require no familiarity at all with Lincoln's speech to answer them. Instead, responding to these sorts of questions requires students to go outside the text. Such questions can be tempting to ask because they are likely to promote discussion or contemplation, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the "Gettysburg Address."

Good text-dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- ▶ Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- ▶ Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
- ▶ Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- ▶ Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- ▶ Question why authors choose to begin and end as they do
- ▶ Note and assess patterns of writing and what they achieve
- ▶ Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orient students to the text and are sufficiently specific for students to answer and gain confidence to tackle more difficult questions.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-Dependent Questions

The sequence of questions should not be random, but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring a gradual understanding of its meaning.

Step Six: Identify the Standards Being Addressed

Take stock of which standards are being addressed in the series of questions, and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects mastery of one or more of the standards, involves writing, and is structured to be completed by students independently.

- ▶ For more information on Defining “Deep Reading” and “Text-Dependent Questions”, visit: <http://turnonyourbrain.wordpress.com/20122/03/20/defining-deep-reading-and-text-dependent-questions>

Examples of NonText-Dependent Questions Compared to Text-Dependent Questions:

Nonexamples and Examples

Not Text-Dependent		Text-Dependent
In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.	➔	What makes Casey’s experiences at bat humorous?
In “Letter from Birmingham Jail.” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	➔	What can you infer from King’s letter about the letter he received?
In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	➔	“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

NEA. DMH-A

Resources from Council of Chief State School Officers

- ▶ Program: [The Common Core State Standards Initiative \(CCSSI\)](#)
- ▶ Publication: [Common Core State Standards: Implementation Tools and Resources](#)
- ▶ Webinar: [Mathematics Common Core Standards and the Concept of Focus](#)
- ▶ Webinar: [CCSSO Webinar: One Percent Assessment Consortia and the Common Core](#)
- ▶ Webinar: [Student Achievement Partners' Release of Common Core PD Modules](#)
- ▶ Publication: [Common Core State Standards: State Spotlights](#)
- ▶ Webinar: [Framework for English Language Proficiency Development Standards](#)
- ▶ Publication: [Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards](#)
- ▶ Webinar: [CCSSO Webinar: Overview of the English Language Proficiency Development Framework](#)

Content Brief: English Language Arts and Literacy in History/Social Studies & Science

The Common Core State Standards (CCSS) advance the best elements of standards-related work to date. The English Language Arts Standards (ELA/Literacy Standards) articulate a clear progression of learning from kindergarten to grade 12. They illustrate a vision for student literacy across subject areas that applies to reading, writing, speaking, and listening. This breakthrough resource is designed to help teachers better understand how instructional efforts at each grade level contribute to college and career readiness.

Evidence Based

The CCSS are based on a large body of evidence including scholarly research, surveys on the skills to enter college and workforce training programs, assessment data identifying college and career ready performance, and comparisons to standards from high-performing states and nations. The ELA/Literacy Standards also build on the firm foundation of the NAEP frameworks in Reading and Writing, which similarly draw on an extensive body of scholarly research and evidence.

Responding to the Evidence Base

- ▶ **Clear focus on college and career readiness.** An individual standard was included only when the best available evidence indicated that its mastery was essential for students to be college and career ready in a 21st century, globally competitive society. As new and better evidence emerges, the ELA/Literacy Standards will be revised accordingly. By focusing on the most essential elements of college and career success, teachers and students will spend their time and efforts on the skills required to achieve long-term success.
- ▶ **Greater focus on text complexity.** There is clear evidence that the texts students are reading today are not of sufficient complexity and rigor to prepare them for the reading demands of college and careers. The ELA/

Literacy Standards devote as much attention to the complexity of what students are reading as to how well students read them. As students advance through the grades, they must develop more sophisticated comprehension skills and apply them to increasingly complex texts.

- ▶ **Shared responsibility for students' literacy development.** Most college and career reading consists of sophisticated informational text in a variety of content areas. The ELA/Literacy Standards include a significant focus on informational text in grades 6 -12, and a special section designed for history/social studies and science teachers to supplement the content CCSS in their respective disciplines. This focus is in addition to, not in place of, literary texts.
- ▶ **A focus on writing to argue or explain in the later grades.** The ELA/Literacy Standards include developing student writing skills in three areas: argument, information/ explanation, and narrative. As students progress toward high school-level work, the emphasis on writing shifts to focus overwhelmingly on writing to argue, inform, and explain by using evidence from sources (which corresponds to the NAEP's shift in emphasis).
- ▶ **Research and media skills integrated into the CCSS as a whole.** In college and the workforce, students will need to research information and will also consume and produce media. As media is embedded into elements of current curriculum, it is also embedded throughout the CCSS rather than being treated as a separate section. Students are expected to research and use media in all content areas.
- ▶ **Recognition that both content and skills are important.** The ELA/Literacy Standards require certain critical content for all students, including classic myths and stories from around the world, America's Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the ELA/Literacy Standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Support for Teacher Understanding and Innovation

The ELA/Literacy Standards use individual grade levels in grades K-8, then two-year grade bands in grades 9-12 (9-10 and 11-12) to allow schools, districts, and states greater flexibility in high school course design.

The ELA/Literacy Standards demonstrate to teachers how each element connects with the grades preceding and following, and ultimately the connection to college and career readiness.

The ELA/Literacy Standards are supported by three appendices which provide extensive information on the research supporting key elements of the CCSS, examples of texts to illustrate appropriate range of reading for various grade levels, and annotated writing samples to demonstrate adequate performance. These appendices help educators better understand the content and deliver instruction more closely aligned to the CCSS.

Content Brief: Mathematics

The Mathematics Standards (Math Standards) are a breakthrough in focus and coherence. The Math Standards articulate a progression of learning that deepens a student's ability to understand and use mathematics. The Math Standards concentrate on core conceptual understandings and procedures starting in the early grades, enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to really master them.

Evidence Base

The Math Standards are informed by a large body of evidence including scholarly research, surveys on the skills required to enter college and workforce training programs, assessment data identifying college- and career-ready performance, and comparisons to standards from high-performing states and nations. Notable in the research base are conclusions from the Trends in International Mathematics and Science Study (TIMSS) and from other studies of high-performing countries that the traditional U.S. mathematics curriculum must become substantially more coherent and focused to improve student achievement. The Math Standards address the problem of a curriculum that is “a mile wide and an inch deep”—a problem that has plagued many states for years.

Responding to the Evidence Base

- ▶ **Focus as seen in high-performing countries.** In current practice, many teachers must rush through material in an effort to cover a broad swath of topics at every grade. As a result, students learn enough to get by on the next test, but do not engage in deep learning or understanding. Teachers must then spend significant time reviewing concepts again the following year. The Math Standards focus on critical elements for future learning and application, giving students enough time to develop the procedural fluency and conceptual understanding that are needed to truly master mathematical concepts. By limiting the topics expected to be addressed in each grade, teachers will have more time to teach for understanding.
- ▶ **A solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.** Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures that follow in the upper grades. The Math Standards devote attention to these building blocks, aligning with practices of high-performing countries and the recommendations of our own National Research Council's Early Math Panel report. For example, kindergarten expectations are focused on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart, which lays the foundation for the addition and subtraction skills found in the first grade Math Standards. This logical progression of concepts and skills continues through grade 8.
- ▶ **Preparation for algebra in grade 8.** The Math Standards for middle school are robust and provide a coherent and rich preparation for high school mathematics. Students who have mastered the content and skills through grade 7 will be well prepared for algebra in grade 8, and the Math Standards accommodate a full algebra course in grades 8 or 9.

- ▶ **Application to the real world.** The middle and high school Math Standards require students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The Math Standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- ▶ **Emphasis on mathematical modeling.** The Math Standards require middle and high school students to use mathematics and statistics to analyze problems, understand them better, and improve decisions. As students choose and use appropriate strategies to solve problems, they develop a better sense of quantities and their relationships in physical, economic, public policy, social, and everyday situations. Students are encouraged to use technology in developing mathematical models, allowing them to vary assumptions, explore consequences, and compare predictions with data.

Support for Teacher Understanding and Innovation

The K-5 Math Standards provide detailed guidance to teachers on how to navigate through knotty topics such as fractions, negative numbers, and geometry by maintaining a continuous progression from grade to grade. These grade-by-grade progressions were informed by current best state standards, as well as by international models, education research, and the insights of professional mathematicians.

By drawing on the best lessons from high performing countries, the Math Standards provide a foundation for redesigning and refocusing the math curriculum, moving sharply away from the “mile wide and inch deep” approach.

The Math Standards ensure that students spend sufficient time mastering the building blocks of mathematical thinking in K-5, and allow middle and high school teachers to engage students in hands-on learning and real world applications in geometry, algebra, probability, and statistics.

An extensive appendix has also been created to demonstrate optional pathways through either a traditional high school math course sequence or an integrated math course progression.

Resources

Resources by State

Alabama This Web site is intended to help Alabama educators better understand the Standards and provide high-quality resources and instructional materials to implement the CCSS.

Alaska did not adopt the CCSS.

Arizona This Web site provides information and resources to parents, educators, students and business leaders about the Standards and includes a link to Arizona’s Common Core Standards *Communications Tool Kit*.

Arkansas The Arkansas Department of Education Common Core site includes the strategic plan, videos, documents, and other resources that are updated periodically about Arkansas' implementation of the CCSS.

California This Web site provides information on the Standards and the CCSS-related activities taking place in California.

Colorado The Standards and Instructional Support Web site includes curriculum samples organized by grade level and content area, along with resources for Colorado's District Sample Curriculum Project. Additional information can be found by visiting the [Colorado Education Association](#) site.

Connecticut This Web site provides current, state-specific information related to the CCSS. Additional information can be found by visiting the [Connecticut Education Association](#) site.

Delaware This Web site offers CCSS information and resources in the math, ELA/Literacy and other content areas, as well as links to professional development opportunities. Additional information can be found by visiting the [Delaware State Education Association](#) site.

Florida This Web site provides current, state-specific information on the CCSS. Additional information can be found by visiting the [Florida Education Association](#) site.

Georgia This Web site offers information for parents, teachers, and administrators on the CCSS.

Hawaii This Web site offers resources including webinars, instructional resources, curriculum frameworks, and materials review criteria.

Idaho The Web site provides an overview of the CCSS, an implementation timeline, assessment information, and links for criteria and considerations in the standards development.

Illinois This Web site offers updates on professional development activities, as well as other resources for CCSS implementation. Additional information can be found by visiting the [Illinois Education Association](#) site.

Indiana This Web site offers information on CCSS transitions in literacy and mathematics, as well as implementation resources.

Iowa The Iowa Core site offers resources, implementation planning information, FAQs, and background information on the CCSS.

Kansas The Kansas College and Career Ready Web site offers resources to help educators support the implementation of the CCSS.

Kentucky The Kentucky Department of Education site contains informational resources for the CCSS, including information on End of Course assessments and other curriculum and assessment changes.

Louisiana This Web site provides current, state-specific information on the CCSS.

Maine This Web site offers content-specific information, analysis of the standards, and resources for ELA/Literacy and mathematics.

Maryland The Maryland State Department of Education Web site provides information on the CCSS for parents and teachers, along with links to additional resources and implementation tools.

Massachusetts This Web site offers a variety of resources including curriculum frameworks, implementation resources, and prototypes of curriculum units.

Michigan The Michigan Department of Education site provides resources which include learning maps, publisher's criteria, professional development opportunities, as well as assessment transition plans.

Minnesota Did not adopt the CCSS for mathematics. There is a limited amount of information available on this site pertaining to the ELA/Literacy Standards.

Mississippi The Mississippi Department of Education site provides links to information on the CCSS, training material, and training opportunities.

Missouri The Missouri Department of Elementary and Secondary Information offers a variety of resources related to the CCSS including an implementation plan, a list of certified trainers, a link to webinars, and additional resources.

Montana The Montana Office of Public Instruction has a variety of resources on the CCSS including professional development, math and ELA/Literacy resources, assessment information, as well as an implementation continuum.

Nebraska Did not adopt the CCSS.

Nevada This Web site offers transition documents, training materials, and updates on the Nevada CCSS.

New Hampshire This Web site provides access to information about the CCSS, the New Hampshire implementation framework and action plan, and information on technology readiness.

New Jersey The New Jersey Department of Education site includes links to background information on the CCSS, professional learning opportunities, an implementation timeline, and contact information for the state content coordinators.

New Mexico This Web site functions as the online clearinghouse of information for students, parents, teachers, and administrators interested in the New Mexico Common Core State Standards and provides useful resources, access to statewide communications, and links to primary sources.

New York The engage^{ny} Web site offers a variety of resources for educators including information on assessment, teacher/leader effectiveness, data-driven instruction, a professional development network, a video

library, as well as parent and family resources related to the CCSS. Additional information can be found by visiting the [New York State Educational Association](#) site.

North Carolina The North Carolina Accountability Curriculum and Reform Effort (ACRE) site provides information on the history of ACRE, its development and implementation, timelines, documents, and resources guiding the efforts of CCSS implementation.

North Dakota The North Dakota Department of Public Instruction provides information about the North Dakota CCSS, parent information, assessment information, and implementation resources.

Ohio This Web site provides information about the Ohio standards, professional development resources, and transition tools.

Oklahoma Oklahoma's new generation of standards are referred to as c³, which stands for college, career, and citizen ready. The Oklahoma c³ Standards site houses information about the standards, implementation, assessment, as well as links to other CCSS resources.

Oregon This Web site provides an implementation toolkit which includes resources for teachers, students, administrators, school boards, and parents.

Pennsylvania This Web site provides current, state-specific information on the CCSS.

Rhode Island This Web site provides background information and links for Rhode Island's transition to statewide CCSS implementation.

South Carolina This Web site provides resources related to understanding and implementing the CCSS.

South Dakota The South Dakota Department of Education site provides information about content- and grade-specific standards, parent guides, and an adoption timeline.

Tennessee The Tennessee Curriculum Center is an online professional community where teachers can collaborate, find professional development opportunities and identify curriculum resources that are aligned with the CCSS. Additional information can be found by visiting the [Tennessee Education Association](#) site.

Texas Did not adopt the CCSS.

Utah The Utah Education Network site provides CCSS resources including parent roadmaps, FAQs, a transition plan, as well as free apps to access the CCSS on your mobile device.

Vermont This Web site provides current, state-specific information on the CCSS.

Virginia Did not adopt the CCSS.

Washington This Web site provides background information and links for Washington's transition to statewide CCSS implementation.

West Virginia This Web site provides resources including links to tools, professional development, curriculum, and an overview of the CCSS.

Wisconsin This Web site provides current, state-specific information on the CCSS.

Wyoming The Wyoming Department of Education site includes an overview of the CCSS, Wyoming's content and performance standards, implementation plans, and guidelines for instructional materials development.

Washington, DC The District of Columbia Public School site offers background information on the CCSS, an implementation timeline, and information about the content area standards.

General

- ▶ Examples of teacher testimonials about the CCSS

<http://www.achievethecore.org/by-teachers-for-teachers/bios>

- ▶ Implementing the Common Core State Standards: Lessons from the Field

<https://www.box.com/s/2wzl58c4xnjjj5lf30i>

- ▶ *ASCD's Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability* illuminates activities educators and policymakers at all levels can undertake to successfully implement the Common Core State Standards.

<http://educore.ascd.org/resource/Content/93d20b4d-2c8b-443b-898c-8d42703c5de9>

- ▶ From Common Core Standards to Curriculum: Five Big Ideas by Jay McTighe and Grant Wiggins

In this article, McTighe and Wiggins explore five big ideas about the Common Core State Standards and their translation into a curriculum. The authors highlight potential misconceptions in working with the Standards and give recommendation for designing a coherent curriculum and assessment system.

http://grantwiggins.files.wordpress.com/2012/09/mctighe_wiggins_final_common_core_standards.pdf

- ▶ What U.S. Schools Can Learn From High-Performing Countries

<http://www.edweek.org/chat/2012/01/13/index.html?qs=high-performing+countries>

- ▶ Common Core Standards: Will it make a difference for our military-connected students?

This resource provides information on the CCSS as it pertains to mobile, military-connected students and how the CCSS can help improve consistency, continuity and clearer educational expectations.

"K-12 Core Curriculum Standards: Why are they the same, only different?"

- ▶ This piece focuses on CCSS implementation and the thoughtful, state-specific work currently underway. State exemplars include Massachusetts, Utah, Kentucky, and Indiana. The article highlights voices of leading thinkers from both sides of the aisle. Impacting the Future is currently online only.

http://www.hunt-institute.org/elements/media/files/GOVERNING%20_final.pdf

▶ Digital Resources

These digital resources and tools for creating, collaborating, researching, and sharing can be found in the Common Core Curriculum Maps. This is not intended to be a comprehensive list, as the technologies are constantly evolving. (Membership is required to access this site.)

http://commoncore.org/maps/resources/digital_resources

English Language Arts/Literacy

▶ Videos providing general, yet detailed, information about the CCSS in ELA/Literacy.

<http://www.youtube.com/course?list=EC9F9C431FF82A15B5&feature=plcp>

Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (2006)

http://www.act.org/research/policymakers/pdf/reading_report.pdf

Mathematics

▶ Videos providing general, yet detailed, information about the CCSS in mathematics

<http://www.youtube.com/course?list=ECD7F4C7DE7CB3D2E6&feature=plcp>

▶ Key Instruction Shifts of the Common Core State Standards for Mathematics

<http://www.achievethecore.org/math-common-core/math-shifts/>

▶ Three Pillars of First Grade Mathematics, by Roger Howe

This article expounds on the CCSS Grade 1 mathematics standards.

<http://commoncoretools.me/wp-content/uploads/2012/02/3pillars.pdf>

▶ Knowing and Teaching Elementary Mathematics

<http://stuff.mit.edu:8001/afs/athena/course/6/6.969/OldFiles/www/readings/ma-review.pdf>

▶ From the American Institutes of Research: "Measuring Up: How The Highest Performing State (Massachusetts) Compares to the Highest Performing Country (Hong Kong) in Grade 3 Mathematics"

http://www.air.org/files/AIR_Measuring_Up_Report_0427091.pdf

▶ From Achieve: "Common Core Math Standards Implementation Can Lead to Improved Student Achievement"

<http://www.achievethecore.org/math-common-core/math-shifts/> <http://www.achieve.org/common-core-math-standards-implementation-can-lead-improved-student-achievement>

▶ Illustrating the Standards: Sample Problems

<http://www.achievethecore.org/math-common-core/sample-problems/>

Professional Development

NEA Common Core State Standards Toolkit

Background

Introduction

The National Education Association (NEA) compiled resources and tools for use by members and Association staff to conduct professional development activities on the Common Core State Standards (CCSS). The **"Implementation"** section includes ready-to-use professional development modules, PowerPoint slides, and links to videos intended to help educators implement the CCSS effectively. The **"Resources"** section provides links to additional materials that presenters and participants may find useful.

NEA Policy

The National Education Association believes that continuous professional development is required for education professionals to achieve and maintain the highest standards of student learning and professional practice. Resolution D-14 Professional Development for Education Professionals states that the Association believes that professional development should—

- a. Be based upon clearly articulated goals reached by consensus of the school community
- b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
- c. Support education professionals in meeting the needs of students
- d. Be incorporated into and aligned with (not added to) professional work expectations
- e. Be standards-referenced and incorporate effective practice, relevant data, and current research
- f. Be supported by adequate resources
- g. Be career-long, rigorous, and sustained
- h. Stimulate intellectual development and leadership capacity
- i. Balance individual priorities with the needs of the school and the district
- j. Include an ongoing assessment and evaluation component to determine effectiveness
- k. Respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants

I. Provide:

- training and ongoing support for the implementation of new and expanded programs/skills
- training and ongoing support in the development of new and revised curricula and instructional strategies
- time during the regular work day and work year for inquiry, research, reflection, and collaboration
- opportunities for mentoring/peer coaching with colleagues on an ongoing basis
- a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles
- opportunities to assume new roles, including leadership positions
- flexibility for the use of a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
- Training and ongoing support for the use of technology as an instructional tool. (1976, 2008)

<https://insidenea.nea.org/governance/neapolicydocuments/Pages/resolutions.aspx>

Source: NEA Resolutions

Professional development (PD) activities provided by and for Association members and staff on the CCSS should adhere to the tenets of Resolution D-14.

Great Public Schools Criteria

NEA believes that all children have a basic right to a great public school. NEA's vision of what great public schools need and should provide acknowledges the ever-changing world in which we live—and public education must change along with it. The Great Public Schools (GPS) criteria form the basis for NEA's national and state policy goals. Their attainment requires the commitment of educators and policymakers at all levels of government. High quality professional development relates to the GPA criterion: "Quality Conditions for Teaching and Lifelong Learning."

Quality conditions for teaching and learning include smaller class sizes and optimal-sized learning communities; safe, healthy, modern, and orderly schools; up-to-date textbooks, technology, media centers, and materials; policies that encourage collaboration and shared decision-making among staff; and the providing of data in a timely manner with staff training in the use of data for decision-making. For more information about the GPS criteria, go to <http://www.nea.org/home/12462.htm>

Source: NEA Great Public Schools Criteria

Implementation

Professional Development Modules

These PD modules are intended for direct use by individual educators in professional learning communities, or for preparing to lead the professional development in a school or district setting. The time required for each module can be customized, suitable for a variety of applications, by expanding the amount of time spent on the activities and in discussion. Each module contains a facilitator's guide, PowerPoint presentations with thorough notes, hands-on activities, related readings and research, recommended topics for discussion, and Web and video resources. Refer to the facilitator's guide for specific instructions on how to use each part of the module.

Why the Common Core? How these Standards are Different

This 1–1.5 hour module provides background information necessary to understand the role the Common Core State Standards play in improving education. It answers the question: How are these standards different than the latest versions of any individual state's standards? The module concludes with an overview of the major math and ELA/literacy shifts required by the CCSS.

START HERE: Review the [facilitator's guide](#) for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation and lead participants through one of the reflection activities.

- ▶ [PowerPoint with Notes](#)
- ▶ [PowerPoint without Notes](#)
- ▶ [Reflecting on Common Core Shifts: Handout](#)
- ▶ [Reflecting on Actions – ELA/Literacy Shifts: Handout](#)
- ▶ [Reflecting on Actions – Math Shifts: Handout](#)

If you have 1.5 hours or more...

1. Share PowerPoint presentation and lead participants through both reflection activities.

ELA Modules

Introduction to the ELA/Literacy Shifts

This 1– 2 hour module provides participants with an introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy.

START HERE: Review the facilitator's guide for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation – 30 minutes
 - ▶ [PowerPoint with Notes](#)
 - ▶ [PowerPoint without Notes](#)
2. Lead conversation around Discussion Topic – 20 minutes
 - ▶ [Processing the Shifts: Directions](#)
 - ▶ [Processing the Shifts: Handout](#)
 - ▶ [Description of ELA/Literacy Shifts](#)

If you have 2 hours...

1. Share PowerPoint presentation – 45 minutes
2. Lead conversation around Discussion Topic – 30 minutes
3. Lead the Hands-on Activity – 45 minutes
 - ▶ [Name the Standards: Directions](#)
 - ▶ [Name the Standards: Handout](#)
 - ▶ [Name the Standards: Answer Document](#)

Introduction to the Literacy Shifts in Content Areas

This 1 – 2 hour module provides participants with an introduction to the key shifts required by the CCSS for Literacy in the content areas: history/social studies, science, and technical subjects.

START HERE: Review the [facilitator's guide](#) for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation – 30 minutes
 - ▶ [PowerPoint with Notes](#)
 - ▶ [PowerPoint without Notes](#)
2. Lead conversation around Discussion Topic – 20 minutes
 - ▶ [Processing the Shifts: Directions](#)
 - ▶ [Processing the Shifts: Handout](#)
 - ▶ [Description of ELA/Literacy Shifts](#)

If you have 2 hours...

1. Share the PowerPoint presentation – 45 minutes
2. Lead conversation around Discussion Topic – 30 minutes
3. Lead the Hand-on Activity – 30 minutes
 - ▶ Name the Standards: Directions
 - ▶ Name the Standards: Handout
 - ▶ Name the Standards: Answer Document

If you have 4 – 6 hours...

1. Share the PowerPoint presentation – 45 minutes
2. Lead conversation around Discussion Topic – 30 minutes
3. Lead the Hand-on Activity – 30 minutes
4. Lead participants through additional module: Understanding Text-Dependent Questions

Understanding Text-Dependent Questions

This 1 – 4 hour module promotes educators' understanding of how text-dependent questions support the key ELA/Literacy shifts. This module is suitable for K-12 ELA/Literacy instructors, as well as teachers of history/social studies, science, and technical subjects.

START HERE: Review the [facilitator's guide](#) for a detailed overview.

If you have 1 hour...

1. Show the Core Video –10 minutes
 - ▶ [Common Core in ELA/ Literacy: Shift 4: Text-based Answers \(video\)](#)
2. Share PowerPoint presentation – 45 minutes
 - ▶ [PowerPoint with Notes](#)
 - ▶ [PowerPoint without Notes](#)

If you have 2 hours...

1. Show the Core Video –10 minutes
2. Share PowerPoint presentation – 45 minutes
3. Lead the Hands-On Activity – 1 hour version
 - ▶ [Creating and Evaluating Text Dependent Questions](#)
 - ▶ [Guide to Creating Text Dependent Questions](#)
 - ▶ [Checklist for Evaluating Question Quality](#)

If you have 4 hours...

1. Show the Core Video – 10 minutes
2. Share PowerPoint presentation – 45 minutes
3. Lead the Hands-On Activity + a conversation around the Discussion Topics 2 hour version + 30 mins
 - ▶ [Discussion Topics: Text-Dependent Questions](#)

Mathematics Modules

Introduction to the Math Shifts

This 1–4 hour module is designed to provide participants an introduction to the key shifts required by the Common Core State Standards for mathematics.

START HERE: Review the [facilitator's guide](#) for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation without activities – 1 hour
 - ▶ [PowerPoint with Video and with Notes](#)
 - ▶ [PowerPoint with Video and without Notes](#)
 - ▶ [PowerPoint without Video and with Notes](#)
 - ▶ [PowerPoint without Video and without Notes](#)

If you have 2 hours...

1. Share the PowerPoint presentation – 1 hour
2. Lead three embedded hands-on activities without discussion topics – 20 minutes per activity
 - ▶ [Practicing with the Shifts: Handout](#)
 - ▶ [Practicing with the Shifts: Answer Document](#)

If you have 3 hours...

1. Share PowerPoint presentation without activities – 1 hour
2. Lead three embedded hands-on activities, including discussion questions – 30 minutes per activity
3. Lead conversation around discussion topics – 30 minutes
 - ▶ [Processing the Shifts: Directions](#)
 - ▶ [Processing the Shifts: Handout](#)
 - ▶ [Key Shifts of the CCSS in Math](#)

4. Share additional videos and/or related readings and facilitate associated discussions – 45 minutes - 1 hour

- ▶ [Discussion Questions for Additional Reading](#)

Deep Dive into the Math Shifts

This 1 – 3 hour module fosters a careful understanding of the math shifts. Participants take a deep dive into the major work of grades K-8, build a deeper understanding of the coherence of the Standards, and work through sample problems that reflect the “rigor” expected by the Standards.

START HERE: Review the [facilitator’s guide](#) for a detailed overview.

If you have 1 hour...

1. Share PowerPoint presentation – 15 minutes
2. Lead the embedded Coherence Activity – 45 minutes
 - ▶ [PowerPoint with Notes](#)
 - ▶ [PowerPoint without Notes](#)
 - ▶ [Coherence Activity: Directions](#)
 - ▶ [Coherence Activity: Directions for Producing Cards](#)
 - ▶ [Coherence Activity: K-8 Sheet](#)
 - ▶ [Coherence Cards 1: Application](#)
 - ▶ [Coherence Cards 2: Decompose](#)
 - ▶ [Coherence Cards 3: Equations](#)
 - ▶ [Coherence Cards 4: Fluency](#)
 - ▶ [Coherence Cards 5: Place Value](#)
 - ▶ [Coherence Cards 6: Number Line](#)
 - ▶ [Coherence Cards 7: Operations](#)
 - ▶ [Coherence Activity: Answer Sheet](#)
3. If appropriate, assign “Engaging with the Content and the Sample Problems” activities as follow-up for participants.
 - ▶ [Focus Activity - Engaging with the Content: Handout](#)
 - ▶ [Rigor Activity: Sample Problems](#)
 - ▶ [Math Shifts and Major Work of Grade](#)

If you have 2 hours...

1. Share PowerPoint presentation –15 minutes
2. Lead its three embedded activities:
 - ▶ Engaging in the Content – 30 minutes
 - ▶ Coherence Activity – 45 minutes
 - ▶ Sample Problems – 30 minutes

If you have 3 hours...

1. Share PowerPoint presentation – 15 minutes
2. Lead its three embedded activities:
 - ▶ Engaging in the Content – 30 minutes
 - ▶ Coherence Activity – 45 minutes
 - ▶ Sample Problems – 45 minutes
3. Lead Extension Activity: Creating Problems to meet the Focus, Coherence, and Rigor of the Standards –45 minutes
 - ▶ [Creating Problems: Activity Materials](#)
 - ▶ [Creating Problems: Activity Sample](#)

Follow-Up:

Handouts for use in subsequent leadership meetings, or individual reflection and planning opportunities:

- ▶ [Discussion Questions for Additional Readings](#)

Instructional Leadership and the Common Core

This 1.5 – 3 hour module is designed to guide school-level instructional leaders in beginning the work of understanding and implementing the Common Core. The module addresses five areas of consideration:

- ▶ Knowledge of the shifts
- ▶ Setting a vision for college and career readiness
- ▶ Developing clear metrics to guide the work
- ▶ Building capacity in the school
- ▶ Staying engaged in the work

START HERE: Review the [Facilitator's Guide](#) for a detailed overview.

If you have 1.5 hours...

1. Share PowerPoint presentation – 60 minutes
 - ▶ [PowerPoint with Notes](#)
 - ▶ [PowerPoint without Notes](#)
2. Complete Reflection on the Standards Handouts — individually or as a group activity – 30 minutes
 - ▶ [Reflecting on Actions: ELA Literacy Shifts](#)
 - ▶ [Reflecting on Actions: Math Shifts](#)

If you have 2 hours...

1. Share PowerPoint presentation – 60 minutes
2. Complete Reflection on the Standards Handouts — individually or as a group activity
3. Complete Getting to Measurable, Meaningful Metrics framework — either individually or as a group activity –j 30 minutes
 - ▶ [Getting to Measurable, Meaningful Metrics](#)

If you have 3 hours...

1. Share PowerPoint presentation – 60 minutes
2. Complete Reflection on the Standards Handouts — individually or as a group activity – 30 minutes
3. Complete Developing Metrics framework — either individually or as a group activity – 60 minutes
4. Complete Building Capacity for the Work exercise — either individually or as a group activity
hjjj– 30 minutes

Follow-Up:

Handouts for use in subsequent leadership meetings, or individual reflection and planning opportunities:

- ▶ [Discussion Questions for Additional Readings](#)
- ▶ [Three Core Shifts — Reading](#)

Resources

PowerPoint Slide Deck

This section provides customizable PowerPoint slides on general information on adoption, implementation, and instructional shifts related to the CCSS.

<http://www.achieve.org/files/CCSSOverviewMarch2012FINAL.pptx>

Videos and Webinars

- ▶ The Hunt's Institute Common Core Video series features over 30 videos that can be used to support and enhance presentations on CCSS. <http://www.youtube.com/user/TheHuntInstitute>
- ▶ The Council of Chief State School Officers developed 45-minute professional development videos for central office and school-based staff and teachers on the shifts in the Common Core in ELA and Math. The videos can be stopped and restarted at various spots to allow for discussion.
- ▶ ELA <http://www.commoncoreworks.org/domain/127>
- ▶ Math <http://www.commoncoreworks.org/Page/345>

Meet the Promise of Content Standards: Investing in Professional Learning developed by Learning Forward details the critical attributes of professional learning necessary to achieve the vision of Common Core standards. This brief also addresses the need for long-term commitment and resource investments from the nation and each state to achieve that vision.

In addition, the brief calls attention to the urgent need for schools, districts, states, regional and national education agencies, and education vendors to change the allocation and application of professional learning resources. It also recommends new investments that states, districts, and school leaders can make in professional learning.

Download [Meet the Promise of Content Standards: Investing in Professional Learning \(PDF\)](#).

Meet the Promise of Content Standards: Professional Learning Required is an informative brief on the critical role that professional learning plays in implementing content standards developed by Learning Forward. Outlining a vision for educators supported through high-quality professional learning, the brief describes elements of effective professional learning as well as recommendations for action for educators at the federal, state, system, school, and individual level.

Download [Meet the Promise of Content Standards: Professional Learning Required \(PDF\)](#).

Assessment & Reflection

NEA Common Core State Standards Toolkit

This page includes information, tools and resources that will help to:

1. Increase your knowledge of the assessments of the Common Core State Standards (CCSS)
2. Provide you with the tools and resources to communicate to others about the CCSS assessments
3. Give exemplars of the CCSS assessments
4. Determine how to select appropriate lessons, materials, etc. correlated to the CCSS
5. Understand NEA's positions related to the assessment of the CCSS

Background

The information in this section provides a basic understanding of the CCSS assessments. This section focuses on assessments of English language arts (ELA)/Literary and mathematics.

Introduction

The CCSS will be assessed by all the states that adopted them. By the year 2014, the testing consortia will be expected to assess them electronically, though there are exceptions under certain conditions.

NEA Policy

Beyond Two Test Scores: Multiple Measures of Student Learning and School Accountability

Evaluating schools based on the performance of students on two tests—reading and math—has resulted in a narrowing of the curriculum, teaching to the test, and a loss of focus on the whole child. This brief shows how the use of multiple measures of student learning can enhance education and provide an important indicator of school progress.

<http://www.nea.org/assets/docs/PB38beyondtwotestscores2011.pdf>

Great Public Schools Indicators

Appropriate Student Assessment

POLICY:	State has policies that support the implementation of a valid and appropriate assessment system that includes formative and summative assessment and adheres to the principles of Universal Design for Learning.
IMPLEMENTATION:	State ensures that districts provide professional development, resources, and time for teachers to become proficient users of formative and summative assessment data. The assessments and results are valid, timely, and yield multiple measures of student growth.
OUTCOMES:	Decreasing gaps in the percentages of students, by subgroup, that participate in SAT and ACT. Percentage of students that participate in ASVAB.

Positive Achievement Outcomes

POLICY:	State has policies and programs to ensure positive achievement outcomes for all students, including strategies to reduce learning gaps, prevent dropouts, and increase the number of students that are college and career ready.
IMPLEMENTATION:	Students participate in quality early childhood programs and are ensured access to core subjects and 21st Century interdisciplinary themes such as global, financial, and health literacy, along with other courses essential for graduates that are college and career ready.
OUTCOMES:	Annual increases in high school graduation/promotion rates. https://eprc.nea.org/_layouts/EPRC/GPSIndicators.aspx?CriteriaID=5

Implementation

Smarter Balanced Assessment Consortium (SBAC)

About SBAC:

Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium developing assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready.

SBAC States include: Alabama, Alaska, California, Connecticut, Delaware, Hawaii, Idaho, Iowa, Kansas, Maine, Michigan, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Vermont, Washington, West Virginia, Wisconsin, and Wyoming.

<http://www.smarterbalanced.org/about/member-states/>

The Partnership for Assessment of Readiness for College and Careers (PARCC)

About PARCC:

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 23 states plus the U.S. Virgin Islands working to develop a common set of K-12 assessments in English and math, anchored in what it takes to be ready for college and careers.

The PARCC states include: Arizona, Arkansas, Colorado, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, and the District of Columbia.

<http://www.parcconline.org/parcc-states>

The WIDA Consortium (World-Class Instructional Design and Assessment (WIDA) and Assessment Services Supporting ELs through Technology Systems (ASSETS))

About WIDA/ASSETS:

The World-Class Instructional Design and Assessment (WIDA) is a consortium of 31 states to design and implement proficiency standards and assessment for grade K-12 students who are English language learners, as well as a set of proficiency standards and assessments for Spanish language learners. The ASSETS (Assessment Services Supporting ELs through Technology Systems) project is an assessment system anchored in WIDA's English Language Proficiency Standards that are aligned with the CCSS.

The WIDA states include: Alabama, Alaska, Colorado, Delaware, Georgia, Hawaii, Illinois, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Northern Mariana Islands, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, Wyoming, and the District of Columbia.

<http://www.wida.us/>

The ASSETS states include: Alabama, Delaware, Idaho, Illinois, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Wisconsin, Wyoming, and the District of Columbia.

<http://assets.wceruw.org/>

Resources

- ▶ The Council of Chief State School Officers (CCSSO) commits to further states' proactive leadership in promoting college- and career-readiness for all students by establishing next-generation accountability systems. Over the past several years, chief state school officers and other representatives from state education agencies (SEAs) have developed a set of [guiding principles](#) for what a next-generation accountability system should include. The ultimate goal of these new systems is to ensure that every student has access to a high-quality education. States will achieve this goal by (1) driving school and district performance towards college- and career-readiness, (2) distinguishing performance to more meaningfully target supports and interventions to the students most in need, (3) providing timely, transparent data to spur action at all levels, and (4) fostering innovation and continuous improvement throughout the system.

http://www.ccsso.org/What_We_Do/Standards_Assessment_and_Accountability/Resources.html

- ▶ Assessment Videos

<https://www.teachingchannel.org/videos?default=1>

- ▶ Publishers' Criteria for the CCSS in ELA/Literacy

These documents provide criteria for publishers and curriculum developers as they work to ensure alignment of materials in grades K-2 and 3-12 with the Common Core State Standards in English language arts and literacy for history/social studies, science, and technical subjects. By underscoring what matters most in the Standards, the criteria illustrate what shifts should take place in the next generation of curricula, including paring away elements that distract or are at odds with the Standards.

<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%20K-2.pdf?20120412>

<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%203-12.pdf?20120412>

This document aims to support faithful implementation of the Common Core State Standards for Mathematics by providing criteria for aligned materials. Based on the two major evidence-based design principles of the CCSSM, focus and coherence, the document intends to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials.

http://www.achievethecore.org/downloads/Math_Publishers_Criteria_K-8_Summer_2012.pdf

- ▶ Video/Webinar: *Balanced Assessment Systems that Support Student Learning* presented by Sue Brookhart, November 2012.

<http://www.cse.ucla.edu/temp/heritage/Brookhart2>

English Language Learners

NEA Common Core State Standards Toolkit

Background

The National Education Association (NEA) has compiled resources and tools for use by our members and Association staff to support our students who are English Language Learners (ELL). ELL students are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and English language proficiency. ELL students may need differentiated instruction, additional time and supports to achieve success in the general education setting.

NEA Policy

NEA Policy Brief on Professional Development for General Education Teachers of English Language Learners

http://www.nea.org/assets/docs/PB32_ELL11.pdf

NEA Policy Brief on Cultural Competence

http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf

NEA Policy Brief on Universal Design for Learning (UDL)

http://www.nea.org/assets/docs/PB23_UDL08.pdf

Accommodation and Differentiation

POLICY:	State Policy requires accommodations and differentiation in curriculum, instruction, and assessment to meet the range of students' needs.
IMPLEMENTATION:	Districts provide research and professional learning opportunities and coaching to support educators as they provide accommodation to meet the range of students' needs.
OUTCOMES:	Percent of teachers who, had at least 8 hours of professional development on how to teach students with special needs and students with limited-English proficiency.

Toward a Common Definition of English Learner

http://www.ccsso.org/Documents/2013/Common%20Definition%20of%20English%20Learner_2013.pdf

Implementation

Research into best practice for English Language Learners (ELL) supports the notion that students benefit when they have foundational literacy skills in their first language and when schools incorporate their primary language and culture into the classroom.

The World-class Instructional Design and Assessment (WIDA) is a trusted resource in the education of prekindergarten through grade 12 language learners. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

The Assessment Services Supporting English Language Learners through Technology Systems (ASSETS) is a 30-state consortium, building on the work of the WIDA Consortium, to create the next generation of English Language Proficiency tests. English Language Proficiency Standards that are aligned with the Common Core State Standards, will be informed by rigorous ongoing research, and supported by comprehensive professional development and outreach. The Consortium's work is supported through a federal Enhanced Assessment Grant (EAG) with plans for full operationalization of the new assessment system in 2015-16.

<http://assets.wceruw.org/>

Common Core Connections

The WIDA Standards were shown to have a strong linkage to the Common Core State Standards in Language Arts and Mathematics in a 2010 correspondence study conducted by the University of Oklahoma Department of Educational Training, Evaluation, Assessment, and Measurement (E-TEAM). The full correspondence study results are available on the [Alignment page](#) of the WIDA Web site referenced above.

Alignment provides the connection between what is expected and what is assessed. The goal of WIDA's alignment research is twofold:

1. To analyze the relationship between English language proficiency (ELP) standards and ELP tests; and
2. To analyze the relationship between ELP standards and academic content standards.

WIDA's alignment approach is based on Dr. Gary Cook's adaptation of Dr. Norman Webb's alignment methodology. It has been used to conduct ELP alignment and correspondence studies in over fifteen states. Three criteria are considered in a Cook alignment study:

- ▶ **Match** — how well an ELP test matches ELP standards or how well ELP standards match content standards.

Continued next page

- ▶ **Depth** — the degree to which an ELP test reflects the linguistic difficulty of ELP standards or the degree to which ELP standards reflect the cognitive complexity of content standards.
- ▶ **Breadth** — how well an ELP test covers the range and balance of ELP standards or how well ELP standards cover the range and balance of content standards.

The studies are conducted using the online Web Alignment Tool (WAT). The tool is available for public use and may be accessed at: [Web Alignment Tool \(WAT\)](#).

<http://www.wida.us/standards/eld.aspx>

Grade level lessons from Connecticut State Department of Education
<HTTP://WWW.SDE.CT.GOV/SDE/CWP/VIEW.ASP?A=2618&Q=320848>

Teaching Complex Text
<http://cgcs.schoolwires.net/page/144>

Resources

NEA Tools

Diversity Toolkit: English Language Learners (ELLs)
<http://www.nea.org/tools/30405.htm>

This Color in Colorado resource explores what the Common Core State Standards (CCSS) will mean for English language learners. It is a bilingual site for families and educators that provides, news, classroom resources, blogs, lesson plans and exemplars.

http://www.colorincolorado.org/educators/common_core/

Raising the Bar: Implementing Common Core State Standards for Latino Student Success:
http://www.naleo.org/institutes/Campaign_for_High_School_Equity_2012/NSBA%20speaker%20presentations/Session%20I/Erika%20Beltran/NCLR_CCSS_Implementation_Guide.pdf

Introductory CCSS Video in Spanish
<http://www.youtube.com/watch?v=uKVUy4MX8dI&list=UUF0pa3nE3aZaFbMT8pqM5PA&index=1&feature=plcp>

Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards

<http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf>

Understanding Language, Literacy & Learning in the Content Areas
Key Principles of ELL Instruction

<http://ell.stanford.edu/content/six-key-principles-ell-instruction>

Building on the Common Core to Improve Learning for ELLs

Understanding Language: Opportunities for Policy Advancement for ELLs created by the new Standards Movement. Delia Pompa and Kenji Kauta [Powerpoint and Briefing]

www.all4ed.org

Students with Disabilities

NEA Common Core State Standards Toolkit

Background

The National Education Association (NEA) has compiled resources and tools for use by our members and Association staff to support our students with disabilities with effective implementation and access to mathematics and English language arts (ELA) Common Core State Standards (CCSS). For students with disabilities to participate successfully in the general curriculum, as appropriate, they may be provided additional supports and services such as: Universal Design for Learning (UDL), Response to Intervention (RTI), Instructional accommodations and Assistive technology and services to access the general education curriculum and the Common Core State Standards. Students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to the CCSS based on their communication and academic needs. All students with disabilities should have access to multiple means of learning and opportunities to demonstrate their knowledge of the Common Core State Standards.

NEA Policy

NEA Policy Brief

Universal Design for Learning (UDL)

http://www.nea.org/assets/docs/PB23_UDL08.pdf

Response to Intervention (RTI)

http://www.nea.org/assets/docs/HE/PB27_ResponsetoIntervention.pdf

Accommodation and Differentiation

POLICY:	State Policy requires accommodations and differentiation in curriculum, instruction, and assessment to meet the range of students' needs.
IMPLEMENTATION:	Districts provide research and professional learning opportunities and coaching to support educators as they provide accommodation to meet the range of students' needs.
OUTCOMES:	Percent of teachers who, had at least 8 hours of professional development on how to teach students with special needs and students with limited-English proficiency.

NEA's Great Public Schools (GPS) criteria require not only the continued commitment of all educators, but the concerted efforts of policymakers at all levels of government. The criteria will prepare all students for the future, create enthusiasm for learning and engaging all students in the classroom; close achievement gaps and increase achievement for all students; and ensure that all educators have the resources and tools they need to get the job done. and increase achievement for all students; and ensure that all educators have the resources and tools they need to get the job done.

- ▶ Adequate, equitable, and sustainable funding. Resources must be adequate and equalized across schools. Testing alone will not improve schools that lack strong and prepared leaders, well-qualified teachers, and high-quality instructional materials, We must ensure adequate and equitable funding for schools and fully fund critical programs such as Title 1 and IDEA and we must help states and districts to identify disparities in educational resources, supports, programs, opportunities, class sizes and personnel (including the distribution of accomplished educators) through required Equity and Adequacy plans.

Implementation

The Common Core State Standards (CCSS) provide a historic opportunity to improve access to rigorous academic content standards for students with disabilities (SWD). For SWD to meet the standards and fully demonstrate their conceptual and procedural knowledge and skills, their instruction must incorporate supports and accommodations. SWD, as appropriate, may be provided instructional supports for learning, instructional accommodations, and assistive technology devices and services to ensure access to general education curriculum and the CCSS. Accessibility supports fall into a series of categories that illustrate the broad scope of needs addressed. The range of accessibility supports include:

- ▶ Braille
- ▶ Tactile
- ▶ Sign language (human or avatar)
- ▶ Item translation
- ▶ Keyword translation
- ▶ Simplified language

- ▶ Alternate representation (from a text-based description of a figure to an animation that represents a series of events described in text)
- ▶ Accessibility through Adapted Presentations
 - Magnification (magnifier, microscope, enlarger)
- ▶ Reverse contrast
- ▶ Alternate text and background colors
- ▶ Color overlay
- ▶ Accessibility through Adapted Interactions
 - Masking (answer or custom)
 - Auditory calming (background music)
- ▶ Additional time
- ▶ Breaks
- ▶ Keyword emphasis
- ▶ Line reader (highlighter or underscore tool)
- ▶ Language learner guidance
- ▶ Cognitive guidance

Individualized Educational Program (IEP) teams, 504 plan committees, general and special education teachers, administrators, and district level assessment staff should utilize five steps in the selection, administration, and evaluation of the effectiveness of instructional and assessment accommodations by students with disabilities.

The five steps include the following:

1. Expect students with disabilities to achieve grade-level academic content standards.
2. Learn about accommodations for instruction and assessment.
3. Select accommodations for instruction and assessment for individual students.
4. Administer accommodations during instruction and assessment.
5. Evaluate and improve accommodation use

http://www.ccsso.org/Resources/Publications/Accommodations_Manual_-_How_to_Select_Administer_and_Evaluate_Use_of_Accommodations_for_Instruction_and_Assessment_of_students_with_Disabilities.html

http://www.ccsso.org/Resources/Publications/An_Analysis_of_Accommodations_Issues_from_the_Standards_and_Assessments_Peer_Review.html

Teaching Every Student (TES) offers model lessons, interactive activities, tutorials, curriculum resources and other tools:

<http://www.cast.org/teachingeverystudent/>

Response to Intervention holds the promise of ensuring that all students have access to high-quality instruction, and that struggling learners are identified, supported, and served effectively:

Elementary School

<http://www.rtinetwork.org/k-5>

Middle School

<http://www.rtinetwork.org/middle-school>

High School

<http://www.rtinetwork.org/high-school>

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

<http://www.cast.org/udl/>

Resources

Resources for Educators Working with Students with Disabilities

Assessing Special Education Students

[http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_\(ASES\).html](http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html)

Achieving the Common Core is a resource bank for Common Core State Standards (CCSS) implementation, with tools and resources developed by **Achieve** and other organizations that are targeted for educators.

Included in the resource bank are advocacy and communication resources; instructional support and alignment resources; implementation planning tools; and state materials and Web sites. The Achieve resource bank also includes links to CCSS resources developed by external groups such as the **IDEA Partnership's** CCSS Collection. (NEA contributed to the development of the IDEA Partnership's CCSS Collection.)

<http://ideapartnership.org/>
www.achieve.org

Special Education Resources for General Educators

http://www.ccsso.org/Resources/Digital_Resources/SERGE.html

Glossary of assessment terms for Students with Disabilities

http://www.ccsso.org/Resources/Publications/Assessing_Students_with_Disabilities_A_Glossary_of_Assessment_Terms_in_Everyday_Language.html

Common Core State Standards and Gifted Education

<http://www.nagc.org/CommonCoreStateStandards.aspx>

Resources for Gifted Education

<http://www.nagc.org/index2.aspx?id=8984>

Accessible Portable Item Profile (APIP) Standard

<http://www.imsglobal.org/apip.html>

One Percent Assessment Consortia

http://www.ccsso.org/Resources/Digital_Resources/1_Percent_Assessment_Consortia_Webinar.html

Review of literature and research regarding research-based practices in reading and literacy for students with significant intellectual disabilities:

http://www.ccsso.org/Resources/Publications/Research-based_Practices_for_Creating_Access_to_the_General_Curriculum_in_Reading_and_Literacy_for_Students_with_Significant_Intellectual_Disabilities.html

Review of literature and research regarding research-based practices in mathematics for students with significant intellectual disabilities:

http://www.ccsso.org/Resources/Publications/Research-based_Practices_for_Creating_Access_to_the_General_Curriculum_in_Mathematics_for_Students_with_Significant_Intellectual_Disabilities.html

Professional Development Resource Guide:

http://www.ccsso.org/Resources/Publications/Professional_Development_Guide.html

The goal of the National Center and State Collaborative (NCSC) project is to ensure students with the most significant cognitive disabilities achieve increasingly higher academic outcomes:

<http://www.ncscpartners.org/>

Assessing Special Education Students (ASES) and Related Resources

[http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_\(ASES\).html](http://www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html)

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The National Education Association is the nation's largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty and staff, education support professionals, school administrators, retired educators, and students preparing to become teachers.

Acknowledgements

Thank you to the following staff team from the NEA Education Policy and Practice Department who helped make this "living toolkit" a reality: Shyrelle Eubanks, Alexis Holmes, Michael Kaspar, and John Riley. Additionally, the Common Core Work Group and this toolkit have benefited from the invaluable expertise and collective wisdom of several state affiliate colleagues: Peg Dunlap (Kansas), Pamela Fossett (Alabama), Ron Jetty (Wisconsin), Jim Meadows (Washington), Elic Senter (North Carolina), and Kathie Skinner (Massachusetts). And finally, we send a special thanks to Branita Griffin Henson, Dana Dossett, and Kimberly Hellmuth who have worked tirelessly to provide quality editing and design support for this toolkit.

Common Core State Standards: A Tool for Improving Education

We believe that this initiative is a critical step in state efforts to provide every student with a comprehensive, content rich education. These standards can support the collaboration across states and stakeholders in providing programs, resources and policies that will help overcome the weaknesses and inequities in our schools today.

—NEA President Dennis Van Roekel

For many years, there have been efforts to promote the development of national standards for education in the United States. For several reasons, including concerns about potential ideological bias and political pressure, those efforts did not gain wide support. In addition, there is no research



or evidence indicating that national standards are essential for a nation's students to be high achievers. However, the potential for a set of

common educational goals to help states focus resources and system planning remained attractive to many education policy makers.

In the Spring of 2010, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) completed the a project to develop Common Core State Standards (CCSS). Leading education organizations, such as the National Education Association (NEA), the College Board, Achieve, and ACT agreed to become partners with NGA and CCSSO. Members of major teacher organizations, NEA, the American Federation of Teachers (AFT), the International Reading Association (IRA), the National Council of Teachers of Mathematics(NCTM), and the National Council of Teachers of English(NCTE) served as review groups. Their comments led to a number of changes for the final draft of the CCSS.

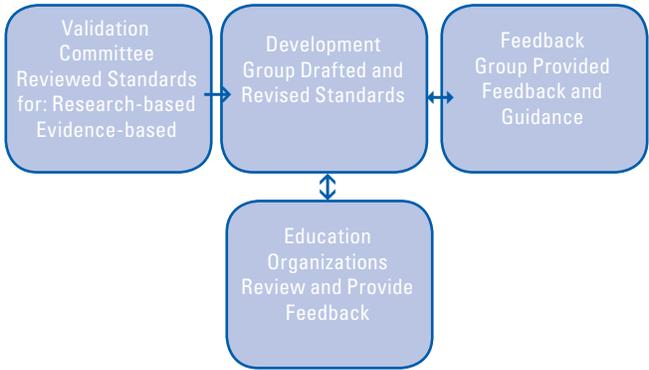
How were the Common Core State Standards developed?

Students are entering into a world that most of us would have found hard to contemplate even 10-15 years ago. Whether students enter post-secondary education, the workplace, or both, articulating what students need to know and be able to do in order to be successful in both college and a career was central to the development of the Common Core Standards. The first part of the effort entailed drafting College and Career Ready (CCR) Standards in English language arts and mathematics. The main participants in this initial stage included CCSSO and NGA as the leaders and coordinators, the College Board, ACT, and Achieve.

After the CCR standards were drafted, many teacher groups, including NEA, AFT, IRA, NCTM, and NCTE, weighed in with comments and concerns. As a result of those comments, changes were made to the CCR standards before the final draft. After the CCR standards were approved by states, work began on the Common Core State Standards (CCSS) for grades k -12. Throughout the development process, drafts of the CCSS were reviewed by an NEA team of National Board Certified teachers as well as teachers from the content organizations.

A system of input groups guided the development of the CCSS. A Development Group drafted and

revised the standards. A Feedback Group informed the work of the Development Group by providing guidance and input to drafts of the standards. A Validation Committee reviewed the standards to ensure the standards were research-based and evidence-based. This group was completely independent from the Development Group.



What do the Common Core State Standards cover?

The CCSS cover English language arts and mathematics. While NEA advocates addressing and setting goals for all curricular areas, it acknowledges that initial development of common standards must start with a feasible task and addressing only these two content areas was challenging but manageable. Efforts are now underway to begin developing common state standards for science and social studies. If having common standards proves to be a support for education improvement, common state standards should be developed for all content areas, including the arts and physical education.

The Standards for English Language Arts

The Role of Increasingly Complex Texts

There are some key characteristics and organizing principles for the CCSS in English language arts. One is the guiding notion that reading comprehension and writing composition skills do not

change much after students began to read and write; rather, what changes are the complexity of the texts they read and the tasks or purposes for reading. For example, a sixth grader could read *A Wrinkle in Time* and identify the relatively concrete themes of the book without using much interpretation or abstraction. A student in a high school literature course would need to use much more abstraction, synthesis, and interpretation to identify the themes in *To Kill a Mockingbird*. For a detailed explanation of the role of text complexity in reading see Appendix A of the English language arts standards.

Learning Progressions

A key organizing principle for the English language arts CCSS is the notion of learning progressions. Learning progressions can be defined as “descriptions of the successively more sophisticated ways of thinking about a topic that can follow one another as children learn about or investigate a topic over a broad span of time (e.g., 6 to 8 years).”¹¹ Here is an example of a portion of a learning progression from the CCSS for Reading for Literature.

College and Career Ready Standard 6	Grade 4 Reading Standard for Literature 6	Grade 5 Reading Standard for Literature 6
End Goal of K -12 Education	What a Student needs to Be Able to Do at the End of Grade 4 to Be on Track to Achieve the End Goal	What a Student needs to Be Able to Do at the End of Grade 6 to Be on Track to Achieve the End Goal
Assess how point of view or purpose shapes the content and style of a text.	Compare the point of view from which different stories are narrated, including the difference between first and third person narrative.	Identify how a narrator’s perspective or point of view influences how events are described.

Below is an example from the Standards for Informational Text that follows the same CCR standard 6 cited above. It demonstrates a learning progression applied to informational rather than literary reading materials.

College and Career Ready Standard 6	Grade 3 Reading Standard for Informational Text 6	Grade 4 Reading Standard for Literature 6
Assess how point of view or purpose shapes the content and style of a text.	Compare what is presented in the text with relevant prior knowledge and beliefs, making explicit what is new and surprising.	Compare an eyewitness account to a second hand account of the same event or topic.

The use of learning progressions such as those in the CCSS in order to outline goals for curriculum and instruction is a practice commonly used in many countries that perform well on international assessments of academic achievement. It has the potential to provide greater coherence across grade level standards as well as research-based learning sequences.

The Standards for Mathematics

In the mathematics, the CCSS standards include an overarching set of standards for mathematical practice that are goals and guides for instruction at all levels.

These standards are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The overarching aim of the CCSS in mathematics for grades K through 7 is to prepare students to succeed in algebra in grade 8. The K-8 standards are organized in domains that include:

- Counting and Cardinality (K only)
- Operations and Algebraic Thinking (K-5)
- Number and Number Operations in base 10 (K-5)
- Number and Operations – Fractions (3-5)
- Measurement and Data (K-5)
- Geometry (K-8)
- Ratios and Proportional Relationships (6-8)
- Expressions and Equations (6-8)
- Statistics and Probability
- The Number System (6-8)

The standards for high school are organized in conceptual categories that align with courses.

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

What Is Special about These Standards?

These standards were developed with the aim of establishing common educational goals that states could share. The standards were designed to be:

- Focused, coherent, clear, and rigorous
- Internationally benchmarked
- Anchored in college and career readiness
- Evidence and research-based.

The standards articulate broad, high goals for each grade, rather than strings of specific enabling skills. While they are focused, they leave flexibility for multiple ways of achieving them. They guide, but do not restrict curriculum. Because they are fewer, they are manageable for teachers. They are expressed clearly and in terms that parents and the public can understand. For example, Writing Standard 7 for Grade 5 is: “Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.”

The standards are internationally benchmarked through comparisons to standards of countries that perform well on international assessments and through the use of standards from other countries as models.

The standards are anchored in college and career readiness through two vehicles. First, the College and Career Readiness Standards (CCR) were based on data from business and higher education. Then the K-12 CCSS were mapped to the CCR standards through learning progressions.

Several aspects of the standards are research or evidence-based. In the English language arts standards, the role of text complexity is based on research indicating that students need to develop competency in dealing with increasingly complex texts if they are to be successful with the reading demands beyond high school. In mathematics, the K-8 standards focus on understanding numbers, operations, and fractions is based on research linking success in algebra with competency in these areas.

The CCSS are not national standards. They were not developed by a federal entity. States controlled the development of the standards and

retain the decision making related to whether to adopt the standards and how to implement them. The CCSS will not necessarily lead to a national test. The adoption and implementation of the standards is in the hands of the states. The assessments tied to the standards are also in the hands of the states. There are currently two consortia of states working on assessment systems tied to the CCSS. The US Department of Education has funded both of these consortia, but the power to develop and use any specific assessments remains in the hands of the member states.

What Can the Standards Accomplish?

These standards have the potential to leverage some important education improvements. Individual states have the option to adopt or ignore these standards. If states do adopt the standards, they have the possibility of working with other states to develop common assessments and instructional resources. Teachers can collaborate across states in developing their own professional capacity and sharing ideas. This potential for sharing across states is especially important in the context of states’ current financial challenges.

The standards can lead to better assessment systems. Current English language arts and mathematics standards in most states consist of lists of highly specific skills and concepts that supposedly enable students to perform complex tasks and develop deep understandings. However, the assessments linked to such standards consist of mainly multiple choice items that do not provide valid indicators of the ability to deal with more complex tasks. For example, picking a good topic sentence for a reading passage from several possibilities is used on assessments as a typical indicator of whether a student can actually summarize what has been read. However, the relevant goal

for instruction related to this type of assessment question is that students should be able to summarize what they read. Picking a topic sentence of someone else's summary is not the same as actually articulating one's own summary.

Below are examples from the CCSS that will require assessment tasks on which students must actually demonstrate they have learned the more complex skills that are the goals of an education that will truly prepare them for success beyond K-12 schooling.

Grade 5, Reading Standard for Informational Text 9:

Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably

Grade 8, Reading Standard for Literature 2:

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to characters, setting, and plot; provide an objective summary of the text.

Grade 5, Geometry, Standard 1: Use a pair of perpendicular lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using a pair of ordered numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g. x-axis and x-coordinate, y-axis and y-coordinate).

Grade 7, Statistics and Probability Standard 7:

Develop a probability model and use it to find the possibilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

Students' achievement of these standards cannot be demonstrated through the use of multiple choice items. Not even a set of such items can indicate whether students actually have achieved the standards. On inspecting the standards, one can see the potential for developing assessment tasks that cover several standards in one task. The grade 5 English language arts standard above can be assessed with a task that includes the application of other standards in reading, writing, listening, or speaking.

The standards can lead to better instruction. While they do not dictate how teachers should teach, they do provide clear goals. They leave flexibility and the room to apply new understandings of teaching and learning as they are discovered. Only rich, well-planned instruction can prepare students to demonstrate competency in the examples of standards cited above. Drills and worksheets will not be sufficient. Teachers will need to work with students not only on the subskills and concepts involved but also on integrating skills and ideas to perform tasks that approximate what students need to be able to do at work and in college.

What Happens after the Standards Are Adopted in States?

Implementation of the CCSS in states will require time and resources. Assessment systems will need to change. It is not likely that simply matching existing assessment items to the CCSS will yield valid information on whether students are meeting the CCSS. Cut scores for levels of proficiency may no longer be relevant, and scores on rubrics for complex tasks may be the indicators of whether students have achieved standards with exemplary performance or with proficiency, or have not reached the standards. Teachers can

use formative or instructionally-embedded assessments in the classroom to track student progress and determine whether students are likely to be able to demonstrate proficiency. An effective assessment system needs to include classroom resources for formative assessment that support teaching as well as summative assessments that are used for accountability.

New curriculum resources will be necessary. States adopting the CCSS can work together to create both assessment and instructional tools. The professional development related to the standards can be addressed partly through the involvement of teachers in the determination of curriculum and new assessments. In order to increase their capacity to teach students to achieve the standards, teachers also need opportunities to share ideas as they examine student work and responses on assessments. This is a powerful form of staff development, supported by research both in the United States and in other countries.

Parents and communities will need time to become familiar with the CCSS and the types of student work they will see coming home as a result of teachers focusing on the standards. They will need to be informed and given time to develop clear understandings of the standards.

The implementation stage of the CCSS is a critical time that should not be rushed if the standards are going to be used effectively to improve the

achievement of our students. Poor, incomplete professional development and invalid, irrelevant assessments can derail the process. The creativity and careful thought that produced the CCSS will be needed more than ever as the standards are implemented. Policy needs to take into account all the factors that are involved in developing a new education system guided by common standards and not rush or neglect any of the various pieces or constituencies.

What else is needed to improve education?

In order to improve the access of every child to a quality education, efforts must be guided by broader goals for education that include accountability for the provision of services and programs that promote student well being. In addition, education should include goals that promote students' capacity to participate in their communities and in our democracy. We need to put content standards into the larger context of providing the best access possible for our students to gain the wide range of skills and knowledge that allow them to thrive in their whole lives, not just college and career.

References

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Resources

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