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June 15, 2010

**MEMORANDUM**

**TO:** Legislative Education Study Committee

**FR:** Pamela Herman, J.D.

**RE: STAFF REPORT: NEW MEXICO PARTICIPATION IN NATIONAL SCHOOL REFORM INITIATIVES: COMMON CORE STATE STANDARDS**

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**Introduction**

In May 2009, the Governor announced that he and the Secretary of Public Education had signed a memorandum of agreement with the Center for Best Practices of the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), along with most other states and the District of Columbia, to work together to develop common standards in English/language arts and mathematics for grades K-12 (see Attachment 1). According to the NGA, the standards would be:

- aligned with college and work expectations;
- clear, understandable, and consistent;
- based on rigorous content and application of knowledge through high-order skills;
- built upon strengths and lessons of current state standards;
- internationally benchmarked; that is, informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- evidence-based.

The final career- and college-ready high school standards and K-12 standards were published on June 2, 2010 (see page 5 for more detailed information).

Since 2006, the Legislative Education Study Committee (LESC) has focused ongoing attention on the quality of New Mexico high school diplomas and the college- and career-readiness of the state's public high school graduates. The LESC requested a presentation regarding the Common Core State Standards on its 2010 Interim Workplan. This report will include a review of:

- the rationale for joining the voluntary effort to develop common standards;
- the process by which the standards were developed;
- the possible academic and financial consequences of adopting the standards in New Mexico;
- implementing the standards in New Mexico;
- the role of Albuquerque Public Schools as a pilot district; and
- background.

### **Rationale for Joining the Voluntary Effort to Develop Common Standards**

- The Common Core State Standards Initiative website states that the nation needs common standards to ensure that all students, no matter where they live, are prepared for success in postsecondary education and the work force. The initiative is premised on the assumption that:
  - high standards, consistent from state to state, will set expectations toward which parents and educators can work together, so that all students are well prepared with the skills and knowledge necessary to compete not only their with peers here at home, but with students from around the world;
  - while standards cannot single-handedly improve the quality of the nation's education system, they give educators shared goals and expectations for their students; and
  - common core standards will enable participating states to work together to:
    - make expectations for students clear to parents, teachers, and the general public;
    - encourage the development of textbooks, digital media, and other teaching materials aligned to the standards;
    - develop and implement comprehensive assessment systems to measure student performance against the common standards to replace existing testing systems that too often are inconsistent, burdensome, and confusing; and
    - evaluate policy changes needed to help students and educators meet the standards.
- In May 2009, announcing New Mexico's involvement in the initiative, the Governor stated that it would "provide a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society."
- Race to the Top: The states received an additional incentive to join the Common Core State Standards Initiative when, in November 2009, the US Department of Education (USDE) published a notice in the Federal Register inviting applications and announcing final priorities, requirements, definitions and selection criteria for the

\$4.35 billion Race to the Top grant competition. Among the final selection criteria for reviewing grant applications was an applicant's participation in a consortium of a significant number of states working toward jointly developing and adopting a common set of standards, supported by evidence that they are internationally benchmarked and build toward college and career readiness; and the state's adoption of the standards by August 2, 2010.

### **Process by Which the Standards Were Developed**

According to information provided by the Common Core State Standards Initiative, development of the standards was a state-led process that included state leaders from 48 states, two territories, and the District of Columbia. The Initiative set forth standards-setting criteria that guided the standards development process, as follows:

- Goal: The standards as a whole must be essential, rigorous, clear and specific, coherent, and internationally benchmarked.
- Essential: The standards must be reasonable in scope in defining the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing, academic college courses, and in work force training programs;
  - Work force training programs pertain to careers that:
    - offer competitive, livable salaries above the poverty line;
    - offer opportunities for career advancement; and
    - are in a growing or sustainable industry; and
  - College refers to both two- and four-year postsecondary schools.
- Rigorous: The standards will include high-level cognitive demands by asking students to demonstrate deep conceptual understanding through the application of content knowledge and skills to new situations; high-level cognitive demands includes reasoning, justification, synthesis, analysis, and problem-solving.
- Clear and specific: The standards should provide sufficient guidance and clarity so that they are teachable, learnable and measurable; and they will be clear and understandable to the general public. Quality standards are precise and provide sufficient detail to convey the level of performance expected without being overly prescriptive.
- Teachable and learnable: The standards provide sufficient guidance for the design of curricula and instructional materials; they must be reasonable in scope, instructionally manageable, and promote depth of understanding. They will not prescribe how they are to be taught and learned, but will allow teachers flexibility to teach and students to learn in various instructionally relevant contexts.
- Measurable: Student attainment of the standards should be observable and verifiable, and the standards should be able to be used to develop broader assessment frameworks.

- Coherent: The standards should convey a *unified vision* of the big ideas and supporting concepts within a discipline, and reflect a *progression* of learning that is meaningful and appropriate.
- Grade-by-grade: The standards will have limited repetition across the grades or grade spans to help educators align instruction to the standards.
- Internationally benchmarked: The standards will be informed by the content, rigor, and organization of standards of high-performing countries so that all students are prepared for success in our global economy and society.

As described by a series of announcements from the partners NGA and CCSSO, the process for developing the standards was as follows:

- On July 1, 2009: the partners announced:
  - that the standards setting process would be divided into two steps:
    - development of *college- and career-readiness standards*, which address what students are expected to have learned by the time they have graduated from high school; and
    - development of *K-12 standards*, which address expectations for each grade from elementary through high school;
  - the appointment of a 15-member Mathematics Standards Development Work Group, and a 14-member English Language Arts Standards Development Work Group, whose work would be confidential until the draft standards were released; members included representatives of Achieve, Inc., ACT, the College Board, America's Choice, senior college faculty, and secondary school educators;
  - the appointment of a 19-member Mathematics Feedback Groups, and an 18-member English Language Arts Feedback Group, composed for the most part of senior college and public school faculty who would play an advisory role, providing information backed by research to inform the standards development process; and
  - designation of an independent facilitator and an independent writer, as well as resource advisors, to support each content area work group;
- On September 21, 2009, the draft common core state college- and career-readiness standards (for 12<sup>th</sup> grade) were released for public comment.
- On September 24, 2009, the membership of the 29-member Standards Validation Committee, nominated by states and national organizations and tasked with reviewing and verifying the standards development process and resulting college- and career-readiness standards, was announced (see Attachment 2). Members included senior college faculty, K-12 teachers and administrators, and senior staff of education research organizations, including some nationally-known figures who have presented to the LESC in past interims, such as Dr. David Conley; Dr. Linda Darling-Hammond; and Dr. Stanley Rabinowitz.

- On November 10, 2009, the partners announced that the work groups and feedback groups would begin developing K-12 standards for English language arts and mathematics that would align with the college and career readiness standards.
- On March 10, 2010, the draft K-12 Common Core State Standards were released for public comment.
- On June 2, 2010, the final K-12 Common Core State Standards were launched. On their release, the standards were accompanied by summaries entitled “Key Points in English Language Arts” and “Key Points in Mathematics” (see Attachment 3 and Attachment 4)<sup>1</sup>. The standards include:
  - descriptive and explanatory material;
  - career- and college-readiness standards that should be mastered by the end of high school;
  - overarching standards for mathematical practice at all grade levels;
  - grade-level standards for:
    - English language arts for grades K-5;
    - English language arts for language arts teachers in grades 6 to 12;
    - literacy in History/Social Studies, Science, and Technical Subjects; and
    - mathematics for grades K-12;
  - application of the standards for students with disabilities;
  - application of the standards for English language learners; and
  - appendices including research supporting the key elements of English language arts standards, text examples, sample performance tasks, and samples of student writing.

### **The Possible Academic and Financial Consequences of Adopting the Standards in New Mexico**

The Public Education Department (PED) states that it anticipates that the adoption and implementation of the new Common Core State Standards will involve certain financial consequences for the state:

- instructional materials that align with the new standards can be purchased by school districts for mathematics and English language arts according to the normal instructional material cycle, as described in the timeline below, thus avoiding any additional costs;
- professional development to support teachers in addressing the new standards should not involve any new costs, since state standards are frequently amended and revised; for instance, standards in English language arts and math were adopted in 1996, and revised in 2000 and again in 2008 and 2009;

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<sup>1</sup> The complete Common Core State Standards and related material are available at <http://www.corestandards.org/>.

- assessments, based on the new standards may involve new costs. The state hope to defray some of these expenses by:
  - participating in the SMARTER Balanced Consortium that is applying for a portion of \$350 million in funds available from USDE to develop assessments aligned to the new standards, which would be piloted on a limited basis in school year 2013-2014 and implemented statewide in school year 2014-2015; and
  - included in the state's Race to the Top grant a request for approximately \$2.25 million to improve technology infrastructure for online administration of state standards-based assessments.

### **Implementing the Standards in New Mexico**

PED states that administrative and academic implementation of the new standards will proceed as follows:

- On July 23, 2010, to meet the deadline in the Race to the Top selection criteria, and to remain in conformity with the *State Rules Act*, PED will hold a public hearing on proposed amendments to the Standards for Excellence, which are in agency rule, to amend existing English language arts and mathematics content standards (see Attachment 5). The amendments are proposed to be adopted by August 2, 2010; if adopted, the effective date of the new standards would be delayed until June 30, 2011.
- In fall 2010, the Secretary will establish two committees to develop K-12 Benchmarks and Performance Standards for the Common Core State Standards, as follows:
  - the committees will be composed of teachers, school administrators, other education professionals, parents, and others;
  - the committees will determine which, if any, of the state's current benchmarks and performance standards should be retained, since PED's agreement to implement the standards allows the state to maintain up to 15 percent of its own standards; and
  - in October 2010, the revised K-12 Benchmarks and Performance Standards will be published for review and adoption.
- In school year 2010-2011, to provide a bridge between existing state assessments and new multi-state tests based on the new standards, PED plans to contract with an independent third party, at a cost of approximately \$150,000, to conduct two alignment studies to evaluate correspondence between the new and existing standards, one for the general education population and one for students with significant cognitive disabilities. Once the studies are complete, PED vendors will begin a two-year test development process for state standards-based assessments and the New Mexico Alternative Performance Assessments. PED has requested cost estimates for this work from its current assessment vendors.

- In school year 2011-2012, school districts will begin to teach to the new standards, after having a year to align their curricula and provide teacher professional development as needed.
- School year 2011-2012 will see the mathematics instruction materials adoption, allowing school districts to select new texts that align with the new standards within the normal cycle.
- In spring 2013, PED hopes to have operational state standards-based “bridge” assessments based on the new standards.
- In spring 2014, the next generation of assessments developed by multi-state consortia and aligned with the new standards will be piloted in New Mexico.
- School year 2014-2015 will see the new language arts instructional materials adoption for grades 9-12, allowing districts to select new materials that align with the new standards within the normal cycle.
- In spring 2015, the next generation multi-state assessments will be implemented statewide.
- School year 2015 will see the new language arts instructional materials adoption for grades K-8, allowing school districts to select new materials that align with the new standards within the normal adoption cycle.

### **Role of Albuquerque Public Schools as a Pilot District**

The Board of Albuquerque Public Schools (APS) is considering joining a consortium of six large urban school districts around the country to pilot the Common Core State Standards in partnership with the Council of Great City Schools (CGCS) over a three- to five-year period. If the district determines to proceed with the pilot project, APS indicates that its participation could benefit the district and the state by:

- securing additional outside resources for implementation of the standards through grants that CGCS is seeking from government and foundation sources;
- enabling APS to be “one step ahead” of the state in implementing the standards, so that the district can provide some expertise to PED as implementation goes forward;
- working with PED to cross-walk state standards, curricula, lesson plans, and assessments; and
- taking advantage of CGCS technical assistance to intensively evaluate the implementation of the standards.

### **Background**

According to the Education Commission of the States (ECS), of all the education reforms that have emerged over the past 15 years, none has been more powerful and enduring than the push to establish challenging academic standards for students. Today, ECS says, the standards-based approach constitutes the primary reform strategy of most states and districts,

which are relying on standards to improve efficiency, generate challenging curricula, create greater system coherence, and serve as the basis for accountability. ECS points out, however, that standards only have the potential to drive change and improvement if other system components, such as curriculum, assessment, accountability, teacher education and professional development, and resource allocation are designed around them.

In 1967, the New Mexico Legislature passed a bill requiring that the State Board of Education (now PED) prescribe standards for all public schools in the state in many areas, including the area of curriculum, academic content and performance standards. The Standards for Excellence promulgated in agency rule in 1990 have been revised and amended several times.

In 2001, the standards movement that had been a child of state policy, as in New Mexico, was federalized with the passage of the federal *No Child Left Behind Act of 2001* (NCLB). NCLB requires that, in order to receive Title I funds, each state must adopt challenging content and academic achievement standards, and implement an accountability system based on a system of annual assessments aligned with those standards and approved by USDE for all students in grades 3 through 8 and once in high school in reading/language arts and mathematics.

In 2007 and 2008, in connection with the LESC's study of high school redesign, and supported by funds appropriated to the committee by the Legislature in 2007, New Mexico joined the American Diploma Project. This effort, spearheaded by Achieve, Inc., provided states with a formal process to revise their mathematics and English language arts standards so they aligned with the expectations of college and careers. A state team that included staff from the LESC, PED and the Higher Education Department, and faculty from state public secondary and postsecondary institutions spent 18 months reviewing and revising the state standards. The revised math standards were adopted in PED rule in June 2009, and the English language arts standards in September 2009.

Meanwhile, in June 2009, the NGA and CCSSO announced the launch of the nationwide, state-led Common Core State Standards Initiative to give educators clarity and direction about what all children need to succeed in college and the workplace, and to allow states to more readily share best practices that, it is hoped, will dramatically improve teaching and learning.



For Immediate Release  
May 19, 2009

Contact: Beverly Friedman  
(505) 795-0180

## **Governor Bill Richardson Announces New Agreement With National Organizations and Other States on Common Academic Standards**

SANTA FE-Governor Bill Richardson and Education Secretary Veronica C. García signed a memorandum of agreement this week with the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) that calls for states to work together to develop common standards for English/language arts and mathematics for grades K-12.

“This initiative provides a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society,” Governor Richardson said.

Developing a common core of standards in English-language arts and mathematics for K-12 will build directly on recent efforts of leading national organizations and states which have focused on developing college and career ready standards.

“Through Governor Richardson’s education reform agenda, *Making Schools Work*, we have raised the bar for all students,” said Secretary García. “New Mexico’s Standards for Excellence have been recognized as some of the best in the nation, and I thank Governor Richardson for joining with NGA, CCSSO, and other states to share our significant progress over the last six years. This participation will build on our Career and College Readiness work and the recent updating of our academic standards.”

The agreement calls for academic standards that are fewer, clearer and higher; aligned with college and work expectations; internationally benchmarked; rigorous; and based on research. States will have the opportunity to review the standards during and throughout the entire development process. The goal of the project is to release the core of high school standards late this summer, and the, in the fall, develop K-12 grade-by-grade standards.

For more information on this national initiative, go [www.NGA.com](http://www.NGA.com) or [www.ccsso.com](http://www.ccsso.com)

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National Governors Association  
<http://www.nga.org/>

## News Release

09/24/2009

### Common Core State Standards Initiative Validation Committee Announced

#### NGA Center, CCSSO Release List of Validation Committee Members

Contact: Jodi Omeear, 202-624-5346  
Office of Communications

**WASHINGTON**—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the members of the Validation Committee for the Common Core State Standards Initiative. This committee will immediately be tasked with reviewing and verifying the standards development process and the resulting evidence-based college- and career-readiness standards. The standards are intended to be research and evidence-based, aligned with college and workforce training program expectations, reflective of rigorous content and skills, and internationally benchmarked.

For the college- and career-readiness standards, the Validation Committee will:

Review the process used to develop the college- and career-readiness standards and recommend improvements in that process. These recommendations will be used to inform the K-12 development process.

Validate the sufficiency of the evidence supporting each college- and career-readiness standard. Each member is asked to determine whether each standard has sufficient evidence to warrant its inclusion.

Add any standard that is not now included in the common core state standards that they feel should be included and provide the following evidence to support its inclusion: 1) evidence that the standard is essential to college and career success; and 2) evidence that the standard is internationally comparable.

Members of the validation committee were nominated by states and national organizations, with a group of six governors and six chief state school officers in the participating states selecting the final committee membership. The six governors were **Colorado Gov. Bill Ritter; Connecticut Gov. M. Jodi Rell; Delaware Gov. Jack Markell; Georgia Gov. Sonny Perdue; Vermont Gov. Jim Douglas;** and **West Virginia Gov. Joe Manchin**. The chief state school officers were: **Maine Chief and CCSSO Board President Susan Gendron; Michigan Chief Michael Flanagan; Pennsylvania Chief Gerald Zahorchak; South Carolina Chief Jim Rex;** and **West Virginia Chief Steve Paine**. After the college- and career-readiness standards and process have been validated by the committee, the NGA Center and CCSSO will begin the process of developing the K-12 standards.

The members of the Validation Committee are:

**Bryan Albrecht**, President, Gateway Technical College, Kenosha, Wisconsin

**Arthur Applebee**, Distinguished Professor, Center on English Learning & Achievement, School of Education, University at Albany, SUNY

## ATTACHMENT 2

**Sarah Baird**, 2009 Arizona Teacher of the Year, K-5 Math Coach,

National Governors Association

[http://www.nga.org/...7eee28aca9501010a0/?vgnnextoid=f541ea15a18e3210VgnVCM1000005e00100aRCRD&vgnnextchannel=759b8f2005361010VgnVM1000001a01010aRCRD\[6/14/2010 1:14:32 PM\]](http://www.nga.org/...7eee28aca9501010a0/?vgnnextoid=f541ea15a18e3210VgnVCM1000005e00100aRCRD&vgnnextchannel=759b8f2005361010VgnVM1000001a01010aRCRD[6/14/2010 1:14:32 PM])

Kyrene School District

**Jere Confrey**, Joseph D. Moore Distinguished University Professor, William and Ida Friday Institute for Educational Innovation, College of Education, North Carolina State University

**David T. Conley**, Professor, College of Education, University of Oregon CEO, Educational Policy Improvement Center **(Co-Chair)**

**Linda Darling-Hammond**, Charles E. Ducommun Professor of Education, Stanford University

**Alfinio Flores**, Hollowell Professor of Mathematics Education, University of Delaware

**Brian Gong**, Executive Director, Center for Assessment **(Co-Chair)**

**Benji Hakuta**, Lee L. Jacks Professor of Education, Stanford University

**Kristin Buckstad Hamilton**, Teacher, Battlefield Senior High School, NEA

**Feng-Jui Hsieh**, Associate Professor of the Mathematics Department, National Taiwan Normal University

**Mary Ann Jordan**, Teacher, New York City Dept of Education, AFT

**Jeremy Kilpatrick**, Regents Professor of Mathematics Education, University of Georgia

**Dr. Jill Martin**, Principal, Pine Creek High School

**Barry McGaw**, Professor and Director of Melbourne Education Research Institute, University of Melbourne; Director for Education, OECD

**James Milgram**, Professor Emeritus, Stanford University

**David Pearson**, Professor and Dean, Graduate School of Education, University of California, Berkeley

**Steve Pophal**, Principal, DC Everest Junior High

**Stanley Rabinowitz**, Senior Program Director, Assessment and Standards Development Services, WestEd

**Lauren Resnick**, Distinguished University Professor, Psychology and Cognitive Science, Learning Sciences and Education Policy, University of Pittsburgh

**Andreas Schleicher**, Head, Indicators and Analysis Division of the OECD Directorate for Education

**William Schmidt**, University Distinguished Professor, Michigan State University

**Catherine Snow**, Henry Lee Shattuck Professor of Education, Harvard Graduate School of Education

**Christopher Steinhauer**, Superintendent of Schools, Long Beach Unified School District

**Sandra Stotsky**, Professor of Education Reform, 21st Century Chair in Teacher Quality, University of Arkansas

**Dorothy Strickland**, Samuel DeWitt Proctor Professor of Ed., Emerita, Distinguished Research Fellow, National Institute for Early Education Research, Rutgers, The State University of NJ

**Martha Thurlow**, Director, National Center on Educational Outcomes, University of Minnesota

**Norman Webb**, Senior Research Scientist, Emeritus, Wisconsin

Center for Education Research, University of Wisconsin

**Dylan William**, Deputy Director, Institute of Education, University of London

Please [click here](#) for biographical information on each of the Validation Committee members. Also, for more information on the Common Core State Standards Initiative and to comment on the draft college- and career-readiness standards, please visit [www.corestandards.org](http://www.corestandards.org).

# Common Core State Standards

## Key Points In English Language Arts

### Reading

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

### Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

### Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

### Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

### Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

## Common Core State Standards Key Points In Mathematics

- The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.
- In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.
- The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.
- Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well-prepared for algebra* in grade 8.
- The middle school standards are robust and provide a coherent and rich *preparation for high school mathematics*.
- The 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.
- The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: "Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data."

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT****NOTICE OF PROPOSED RULEMAKING**

The Public Education Department hereby gives notice that the Department will conduct a public hearing at Mabry Hall, Jerry Apodaca Building, 300 Don Gaspar, Santa Fe, New Mexico 87501-2786, on July 23, 2010, from 9:00 a.m. to 10:00 a.m. The purpose of the public hearing will be to obtain input on the following rule:

<b>Rule Number</b>	<b>Rule Name</b>	<b>Proposed Action</b>
6.29.4 NMAC	Standards for Excellence English Language Arts	Amending
6.29.7 NMAC	Standards for Excellence Math	Amending
6.29.13 NMAC	Language Arts Common Core Standards	New
6.29.14 NMAC	Math Common Core Standards	New

Interested individuals may testify either at the public hearing or submit written comments regarding the proposed rulemaking to Kristine Meurer, Director, School and Family Support Bureau, Public Education Department, CNM Workforce Training Center, 5600 Eagle Rock Ave. NE, Room 201, Albuquerque, NM 87113, Fax (505) 222-4759, e-mail: [Kristine.meurer@state.nm.us](mailto:Kristine.meurer@state.nm.us).

Written comments must be received no later than 5:00 p.m. on July 23, 2010. However, submission of written comments as soon as possible is encouraged.

The text of the proposed rulemaking actions may be accessed on the Department's website (<http://ped.state.nm.us>) or obtained from Kristine Meurer, Director, School and Family Support Bureau, Public Education Department, CNM Workforce Training Center, 5600 Eagle Rock Ave. NE, Room 201, Albuquerque, NM 87113, Fax (505) 222-4759, e-mail: [Kristine.meurer@state.nm.us](mailto:Kristine.meurer@state.nm.us). The proposed rules will be made available at least thirty days prior to the hearings.

Individuals with disabilities who require this information in an alternative format or need any form of auxiliary aid to attend or participate in this meeting are asked to contact Kristine Meurer ([kristine.meurer@state.nm.us](mailto:kristine.meurer@state.nm.us)) or (505) 827-4748 as soon as possible. The Department requests at least ten (10) days advance notice to provide requested special accommodations.