The Common Core State Standards

ANGELA VANWOERT

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The Michigan Department of Education has developed a Question and Answer document to answer frequent questions regarding the Common Core State Standards Initiative and Michigan’s adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the Common Core State Standards for Mathematics. I have attached some of the key points...

For more information, please visit www.corestandards.org
Q: **Who developed these standards?**

A: The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) are leading the Common Core State Standards Initiative (CCSSI). Forty-eight states, two territories, and the District of Columbia have joined this state-led process.

To develop these standards, CCSSO and the NGA Center worked with representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups. The final standards reflect the invaluable feedback from the general public, teachers, parents, business leaders, states, and content area experts and are informed by the standards of other high performing nations.

The standards were developed and continually reviewed and revised by groups of experts and K-12 practitioners.

- A Work Group comprised of individuals representing multiple stakeholders and a range of expertise and experience in assessment and curriculum design across the continuum of early childhood through postsecondary education. (Michigan was represented in this group.)
- A Feedback Group reviewed draft documents and provided expert advice. (Michigan was represented in this group.)
- An Advisory Group provided advice and guidance on the initiative. This group included experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers.
- States and national organizations reviewed and provided evidence-based feedback throughout the process.
Q: **What has been developed?**
A: Common Core State Standards (CCSS) for two purposes:
- College and Career Readiness Standards (CCR) provide a common definition of College and Career Readiness.
- Common Core K-12 Standards (CCK-12) provide a progression of knowledge and skill to meet the College and Career Readiness Standards in two general content areas:
  - Mathematics
    - K-8
    - High School
  - Literacy (Reading, Writing, Speaking, Listening, and Language)
    - K-12 in English language arts
    - 6-12 in History/Social Studies, Science, and Technical Subjects

Q: **What do the standards represent?**
A: The CCSS represent a:
- Common definition of College and Career Readiness (CCR)
- Common K-12 progression of knowledge and skill to reach College and Career Readiness (CCR).
- K-12 framework for curriculum, instruction, and assessment development.
Q: When did Michigan adopt the CCSS?
A: Michigan’s State Board of Education adopted the CCSS on June 15, 2010.

Q: How will adoption of the CCSS impact Michigan Merit Curriculum (MMC) requirements?
A: Impact on MMC Requirements Michigan’s High School Content Expectations (HSCE) (standards and expectations) define required MMC credits. The HSCE represent a framework for curriculum, instruction, and assessment. The adoption of the CCSS will not significantly change the description of the required credits. The MMC course/credit descriptions will be modified, as necessary, to align with the CCSS as adopted. The descriptions will reference both the HSCE and the CCSS. Redundancies will be eliminated. The HSCE will continue to guide course/credit development. Future assessments will reference the CCSS (See “Plans for Assessment” below).
Mathematics
The CCSS for Mathematics organize high school standards, not by grade or course, but by concept/domain (the headings of the CCR for Mathematics), allowing each state to develop course sequences (traditional or integrated). MMC course/credit descriptions will be modified, as necessary, to align with CCSS so that students who meet the MMC requirements for Algebra I, Geometry, and Algebra II will meet the Common Core high school standards.

Content Area Literacy Standards
The CCSS for ELA/Literacy (Reading, Writing, Speaking, Listening, and Language) define college and career readiness across content areas. They are supported by the CCK-12 Standards for English Language Arts as well as by 6-12 (CCR) Standards for Reading and Writing in History/Social Studies, Science, and Technical Subjects.

English Language Arts
The MMC requirements for English 9-12 define a unit framework for addressing and meeting the Michigan HSCE (standards and expectations) and grade-level dispositions. The framework will be updated to indicate the CCSS addressed in each section. The CCSS (9-12/CCR) are fully addressed in the HSCE, the unit framework, and the recommended units of instruction. The HSCE provide guidance for unit development that complements and further defines the CCSS.

History/Social Studies, Science, and Technical Subjects
The Michigan ELA HSCE define literacy across content areas, with strands 1 and 2 specifically addressing communication (writing, speaking, and expressing) and information access (close and critical reading, listening, and viewing). The 6-12 (CCR)
All teachers are responsible for teaching literacy!

History/Social Studies, Science, and Technical Subjects
The Michigan ELA HSCE define literacy across content areas, with strands 1 and 2 specifically addressing communication (writing, speaking, and expressing) and information access (close and critical reading, listening, and viewing). The 6-12 (CCR) Standards for Reading and Writing in History/Social Studies, Science, and Technical Subjects reflect literacy standards addressed in the General Knowledge, Process, and Skills sections of the Michigan Social Studies Grade Level Content Expectations (GLCE) (5-8)/HSCE, and in the Scientific Inquiry, Reflection and Social Implications standards of Michigan’s Science GLCE/HSCE. Common Core literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. MDE will update clarification documents to fully reflect the 6-12 (CCR) literacy standards.
Q: Will the CCSS for K-8 replace the Michigan K-8 GLCE for ELA and Mathematics?
A. The CCSS represent a content knowledge and skill progression that will inform curriculum, instruction, and assessment development. The CCK-12 standards for ELA/literacy and for mathematics include the content and skills described in the GLCE. The GLCE will continue to inform the MEAP assessments (until a new balanced assessment system aligned to the CCSS is in place in 2014-15). Grade level guidance documents (e.g., focal points in mathematics, unit development supports in ELA, parent documents) will be updated as necessary to reflect the CCSS and may include statements from the GLCE as appropriate.

Q: When will districts/teachers be expected to implement the Common Core State Standards? When will schools be responsible for teaching the knowledge and skills reflected in the Common Core State Standards?
A: Michigan’s policy on implementation provides for a transition to new standards with one year of planning and adjustment of curriculum, instruction, and local assessment. The development of state large-scale assessments that reflect new standards usually takes two to four years. The Common Core State Standards align closely with current Michigan GLCE and HSCE. District curricula and assessments that provide a K-12 progression for meeting the MMC requirements will require minimal adjustments to meet the CCSS, allowing for curriculum and assessment alignment in SY10-11 and implementation during SY11-12 or sooner. Districts that have not yet developed curricula and assessments that provide a K-12 progression for meeting the MMC requirements may find that more substantial adjustments will need to be made to meet the CCSS. These districts will be expected to align curricula and local assessments during SY10-11, transitioning to CCSS in SY11-12, with full implementation in SY12-13. MDE and its partners will provide assistance with the transition to the CCSS through rollout and implementation support sessions and ongoing professional development opportunities. Transition plans will need to address points at which content and skills addressed in the CCSS may vary from the expectations assessed on the MEAP and MME. During the transition, some content and skills may need to be taught
Q: Do the CCSS represent national standards? Will they lead to a national curriculum and common national assessment?
A: The Common Core State Standards Initiative is being led by states, not by the U.S. Department of Education. The CCSS will allow for development of common assessments that may be adopted by states. Such common assessments may provide opportunities for evaluation of progress toward college and career readiness. Decisions about development and adoption of common curricula and assessments will continue to be left to state boards of education. Some states may decide to participate in the development and adoption of a common curriculum (definitions that go beyond standards and include units of instruction or required activities, problems, or readings). The CCSSI has developed standards which will be adopted by states and used as the framework for developing state-level curricula and assessments. Participation in the CCSSI does not require that states adopt a common curriculum or that they participate in one common assessment.

Q: What are the benefits of adopting the CCSS?
A: Standards cannot single-handedly improve the quality of our nation’s education system, but they do give educators shared goals and expectations for their students. For example, the Common Core State 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, balanced assessments to measure student performance against the Common Core State Standards that will replace the existing testing programs that are difficult to compare across the country and often do not provide educators with enough information to make timely decisions that positively impact instruction.
- Evaluate policy changes needed to help students and educators meet the standards.
The Smarter Balanced Assessment Consortium is a State-led consortium working collaboratively to develop next generation assessments aligned to the Common Core State Standards (CCSS) that measure student progress toward college- and career-readiness. The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed.

- Computer Adaptive Testing
- [http://www.smarterbalanced.org](http://www.smarterbalanced.org)
What is next???

- Next Generation Science Standards

- **NSTA Statement on Release of Second Public Draft of the Next Generation Science Standards**

  Arlington, Va.—January 8, 2013—The National Science Teachers Association (NSTA), the largest organization in the world promoting excellence and innovation in science teaching and learning for all, issued the following statement today regarding the release of the second public draft of the Next Generation Science Standards. The statement can be attributed to Dr. Karen L. Ostlund, NSTA President.

  “The second public draft of the Next Generation Science Standards (NGSS) released today is a significant step forward in developing exemplary new standards that all states can support. When completed and adopted, these new science standards will change the way science is taught and learned in classrooms nationwide by fully engaging K–12 students in three essential dimensions—disciplinary core ideas, scientific and engineering practices, and crosscutting concepts—in a way that will deepen and strengthen their knowledge and skills in science.

  We applaud the NGSS writing team and the 26 states for their extensive efforts to develop, review, and revise these standards. We are pleased that many changes have been made based on feedback and look forward to working with Achieve and the writers on additional changes to ensure the final standards meet the needs of science educators across the country.

  As a partner in the NGSS development process, NSTA will be working with science educators nationwide to identify and develop professional development and curricular materials that will be needed to work toward successful implementation of NGSS. The levels of achievement called for in NGSS are ambitious and we call on all stakeholders to help us build the capacity to adopt and implement the new standards and provide the broad support that schools and teachers will need in the months and years ahead.”
Where can I find out more???

- Email or call Angela VanWoert @ 517.437.0990 ext. 202 angela.vanwoert@hillsdale-isd.org
- Useful websites:
  - http://www.ccsso.org
  - http://www.hillsdale-isd.org Programs & Services/General Education-Common Core/Curriculum Crafter
  - http://micrccollaborative.pbworks.com
  - http://www.nextgenscience.org/
  - http://www.curriculumcrafter.org/
  - http://www.michigan.gov/mde/0,4615,7-140--232021--RSS,00.html