

THE COMMON CORE STATE STANDARDS

July 2010

Connecticut State Department of Education

Understanding the Common Core State Standards

What are the Common Core State Standards?

Beginning in the spring of 2009, governors and state commissioners of education from 48 states, two territories and the District of Columbia committed to developing a common core of state standards for kindergarten–Grade 12 English language arts (ELA) and mathematics.

[Common Core State Standards Initiative | Home](#)

Common Core Standards and Connecticut's Education Reform Agenda

- ▶ The Common Core State Standards (CCSS) will support the State Board's five-year plan for improved achievement for all and closing the achievement gap by providing clearer and higher-level standards.
- ▶ The CCSS, which are internationally benchmarked so all students will be prepared to succeed in our global economy, supports Connecticut's Secondary School Reform (increased high school course requirements, especially in science, technology, engineering, mathematics, and end-of-course tests).
- ▶ As indicated in Connecticut's Race to the Top application, the State pledged to adopt CCSS by August 2, 2010, and join an assessment consortium.

Adoption Steps

- ▶ **May 2009:** Memorandum of Agreement with the Council of Chief State School Officers and the National Governors Association signed by Governor Rell and Commissioner McQuillan
- ▶ **November 2009:** SDE consultants provide feedback to first draft of Common Core State Standards
- ▶ **February 2010:** SDE consultants provide feedback to second draft of Common Core State Standards
- ▶ **March 2010:** State Board presentation outlining pre-adoption strategic plan
- ▶ **May–June 2010:** Final Common Core State Standards published; Comparison Study conducted identifying degree of similarity between Common Core State Standards and Connecticut standards
- ▶ **June 2010:** Race to the Top Phase 2 Application describes Connecticut's intention to adopt and implement Common Core State Standards
- ▶ **June 2010:** Stakeholder Engagement Conference to raise awareness of Common Core State Standards, elicit judgments and recommendations, and promote buy-in; Independent evaluator's report synthesized feedback
- ▶ **July 2010:** State Board adoption

Standards Comparison Study

- ▶ Content experts in Connecticut ELA and mathematics standards used the online interactive Common Core Comparison Tool developed by Achieve Inc. to compare standards.
- ▶ Content experts worked in teams to determine whether matches exist between CCSS and Connecticut standards.

CCSS ELA and Mathematics Comparison Study Teams

[SDE: Common Core State Standards](#)

Standards Comparison Study

- ▶ CCSS were compared to Connecticut standards, standard-by-standard, at the same grade level.
- ▶ CCSS were also compared to Connecticut standards at the prekindergarten level, grade levels before or after the targeted CCSS, and by high school grade bands.
- ▶ The comparison process determined the level of match between the CCSS and the Connecticut standards.

Categories of Matches

- ▶ Possible matches:
 - Exact match
 - All the concepts and skills addressed in the CCSS also included in the Connecticut standards at the same grade level
 - Collective match
 - Parts of two or more Connecticut standards within, beyond, or below grade together address the CCSS
 - Partial match
 - Only a portion of a compound Connecticut state standard applies to the CCSS being addressed and part does not; a Connecticut standard in its entirety only addresses a portion of a compound CCSS
 - No match
 - The concepts and skills in the in the CCSS are not addressed in the Connecticut standards, or are addressed at a level far beyond the parameters being compared

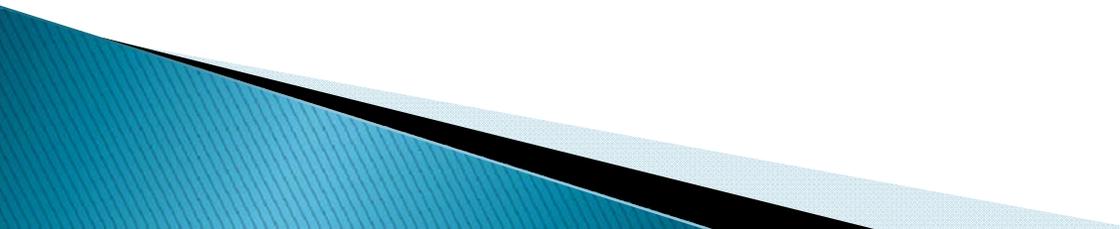
Strength of Match

- ▶ Strength rating accounts for differences in wording, specificity, or performance expectation
- ▶ Strength of each match is rated:
 - 3 – Excellent: the expectations in both verb/ performance and content/topic are equivalent
 - 2 – Good: minor aspects of the CCSS are missing (or addressed more broadly/generally than the CCSS)
 - 1 – Weak: major aspects of the CCSS are not addressed; standards may be related but only generally

CCSS Mathematics Match

CC.4.NF.2 Extend understanding of fraction equivalence and ordering: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Page 30 of the CCSS mathematics standards [CCSS](#)



CCSS Match to CT Mathematics

Match rate – 3; as linked to the following standards in grades 3, 4 and 5

Excellent match – expectations in both performance and content are equivalent

- ▶ CT.3.1.3.5 Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, $<$ and $>$, to relate two quantities that are not equivalent. ($23 \times 5 > 23 \times 2$)
- ▶ CT.4.2.1.8 Construct and use models, pictures and number lines, including rulers to compare and order fractional parts of a whole and mixed numbers with like and unlike denominators of 2, 3, 4, 5, 6 and 8 and 10.
- ▶ CT.4.2.1.9 Construct and use models, pictures and number lines, including rulers, to identify wholes and parts of a whole (including a part of a group or groups) as simple fractions and mixed numbers.
- ▶ CT.5.2.1.7 Choose and use benchmarks to approximate locations, of fractions, mixed numbers and decimals, on number lines and coordinate grids.

CCSS English Language Arts Match

CC.8.SL.1.c Speaking and Listening – Comprehension and Collaboration

Engage effectively in a range of collaborative discussions: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations to clarify information, strengthen claims and evidence, and add interest.

Page 42 of the CCSS ELA standards [CCSS](#)

CCSS Match to Connecticut English Language Arts

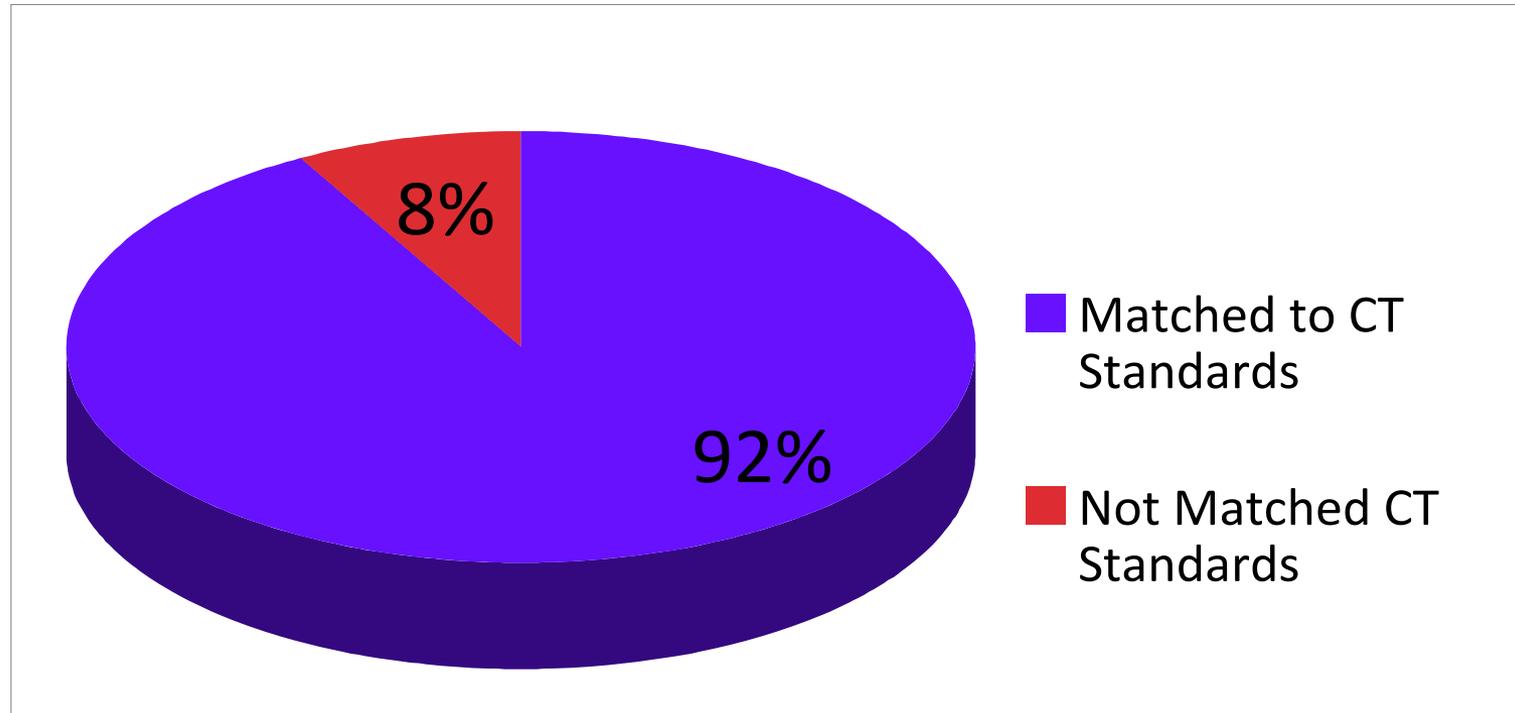
Match rate –1; matched Connecticut oral language grade-level expectation in Grade 6.

Weak match – major aspects of the CCSS are not addressed; standards are only generally related

- ▶ CC.8.SL.1.c :
 - Engage effectively in a range of collaborative discussions: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations to clarify information, strengthen claims and evidence, and add interest (page 42 of the CCSS ELA standards [CCSS](#)).

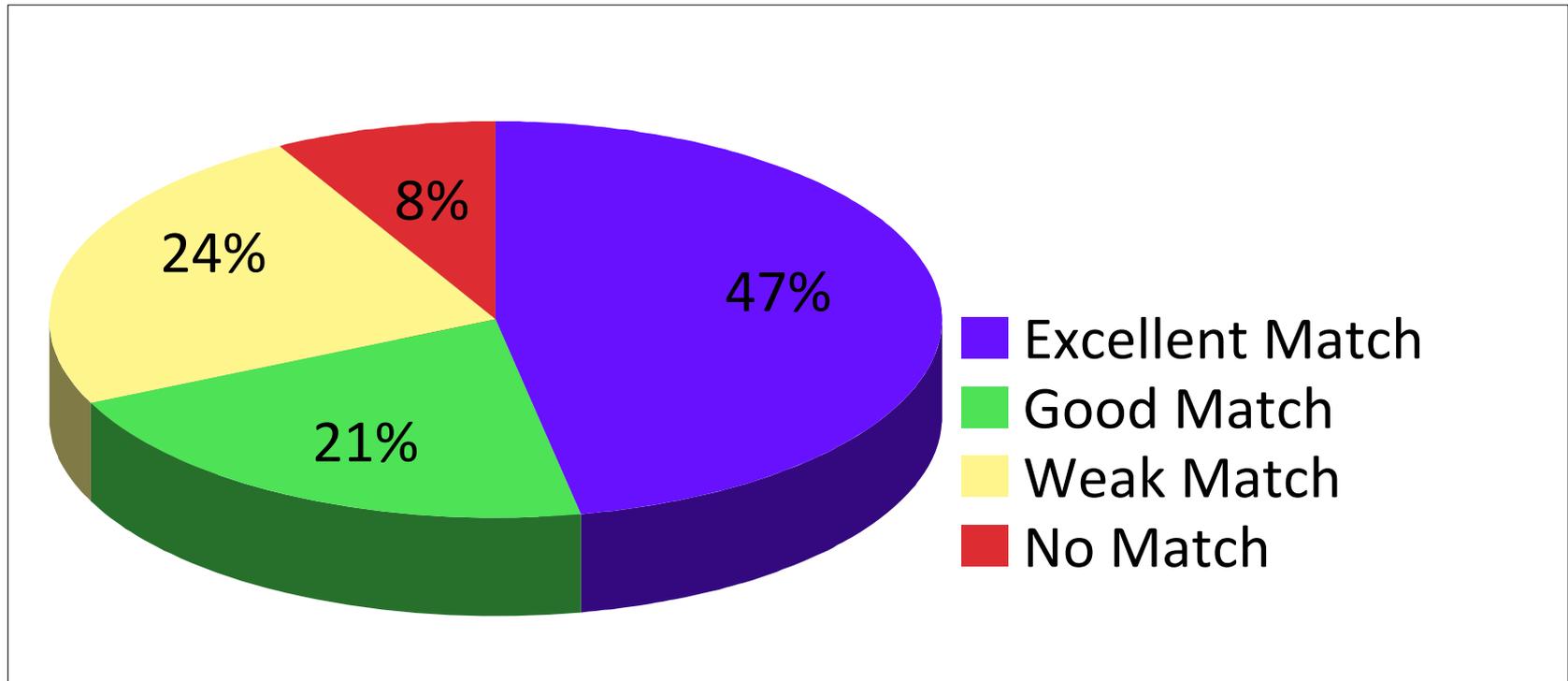
- ▶ CT.6.OL.2:
 - Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions

Common Core Mathematics standards Matched to CT's Mathematics Standards



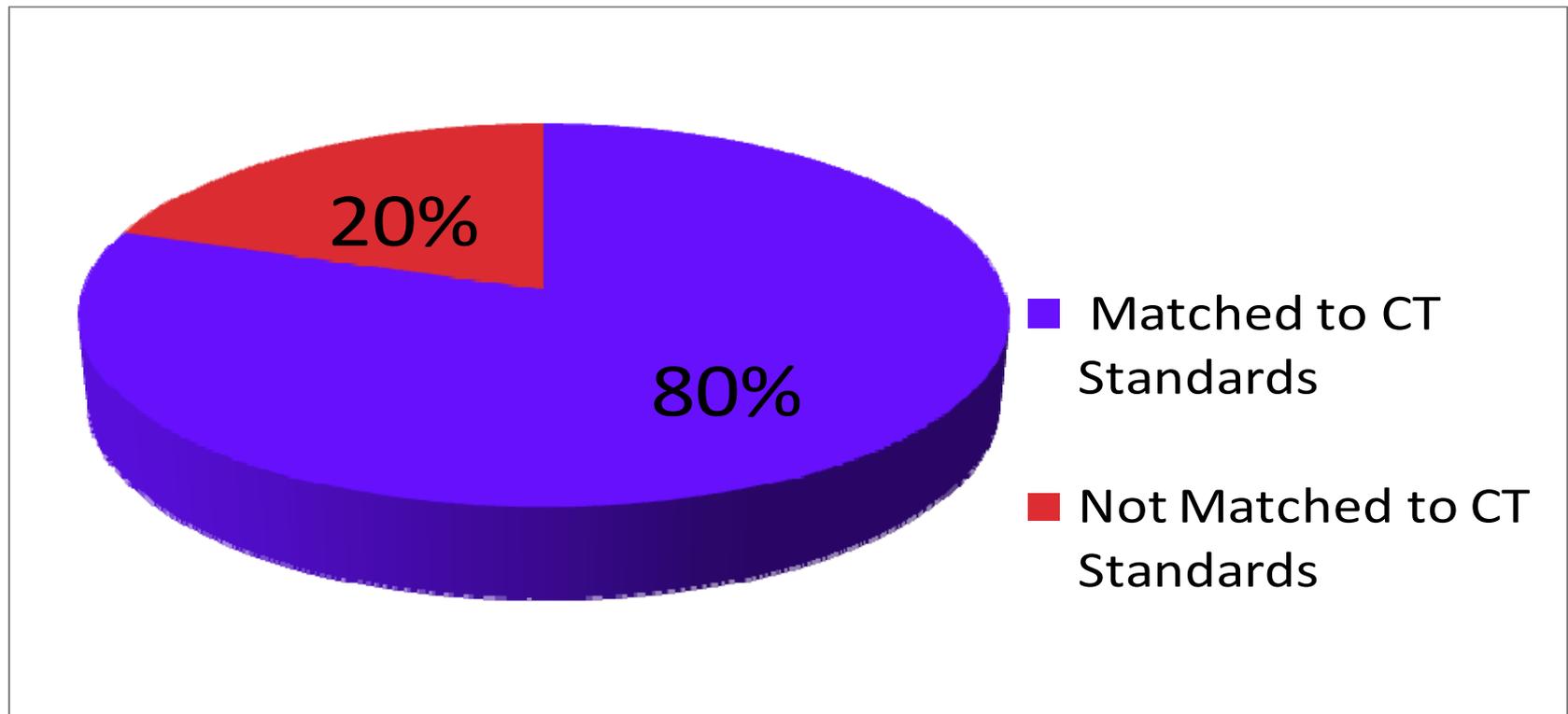
Overall, 92 percent of the Common Core mathematics standards matched Connecticut's mathematics standards. The remaining 8 percent were not matched and translate to 40 Common Core mathematics standards that will be "new" for Connecticut.

Strength of Matches Between the Common Core Mathematics Standards and CT's Mathematics Standards



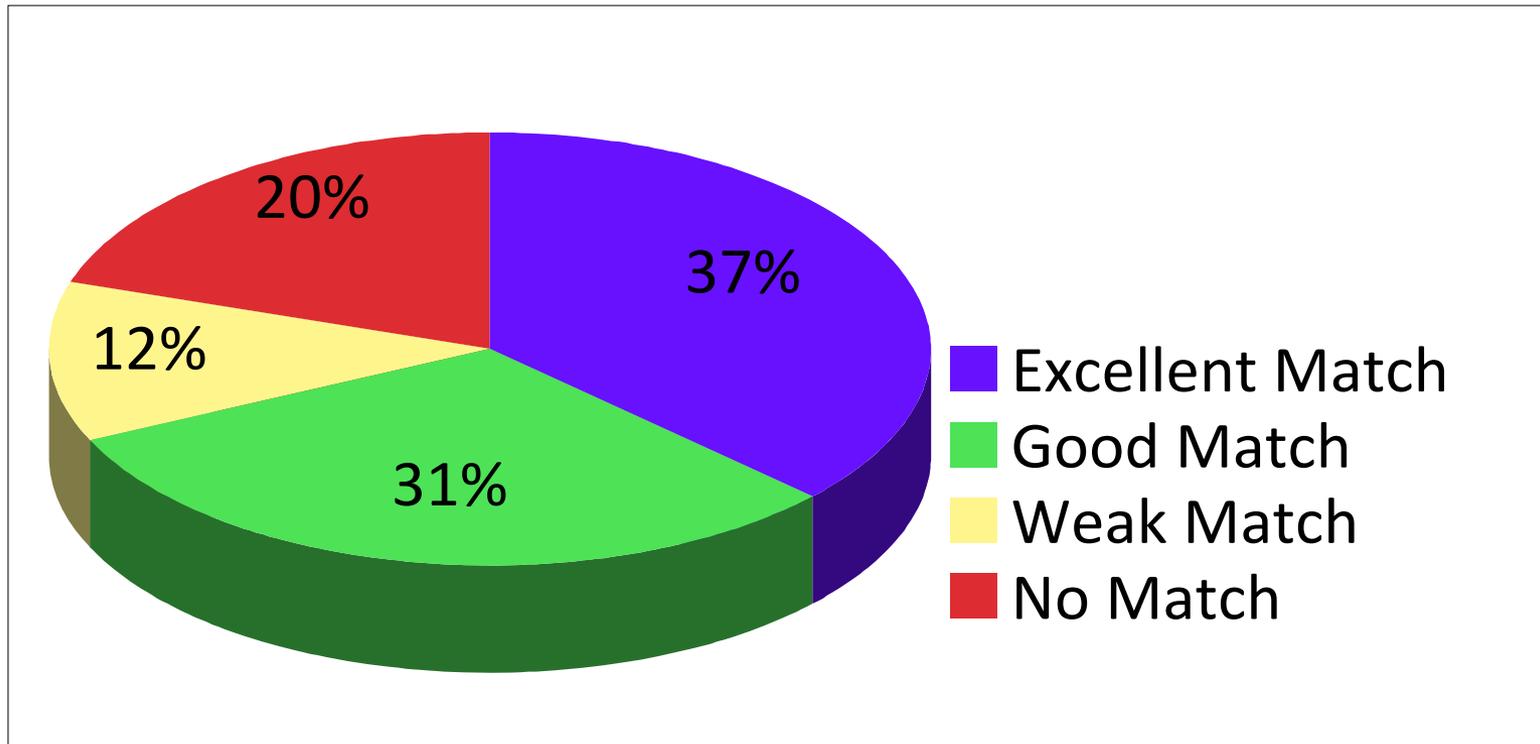
Of the matches between the CCSS and Connecticut's mathematics standards, 68 percent were excellent or good; 24 percent were rated as "weak" matches, indicating the need for a close side-by-side comparison to fully understand the differences and their implications.

Common Core ELA Standards Matched to CT's ELA Standards



Overall, 80 percent of the Common Core ELA standards matched Connecticut's ELA standards. The remaining 20 percent were not matched. This translates to about 200 of the 1,019 Common Core ELA standards that will be "new" for Connecticut.

Strength of Matches Between the Common Core Standards and CT's ELA Standards

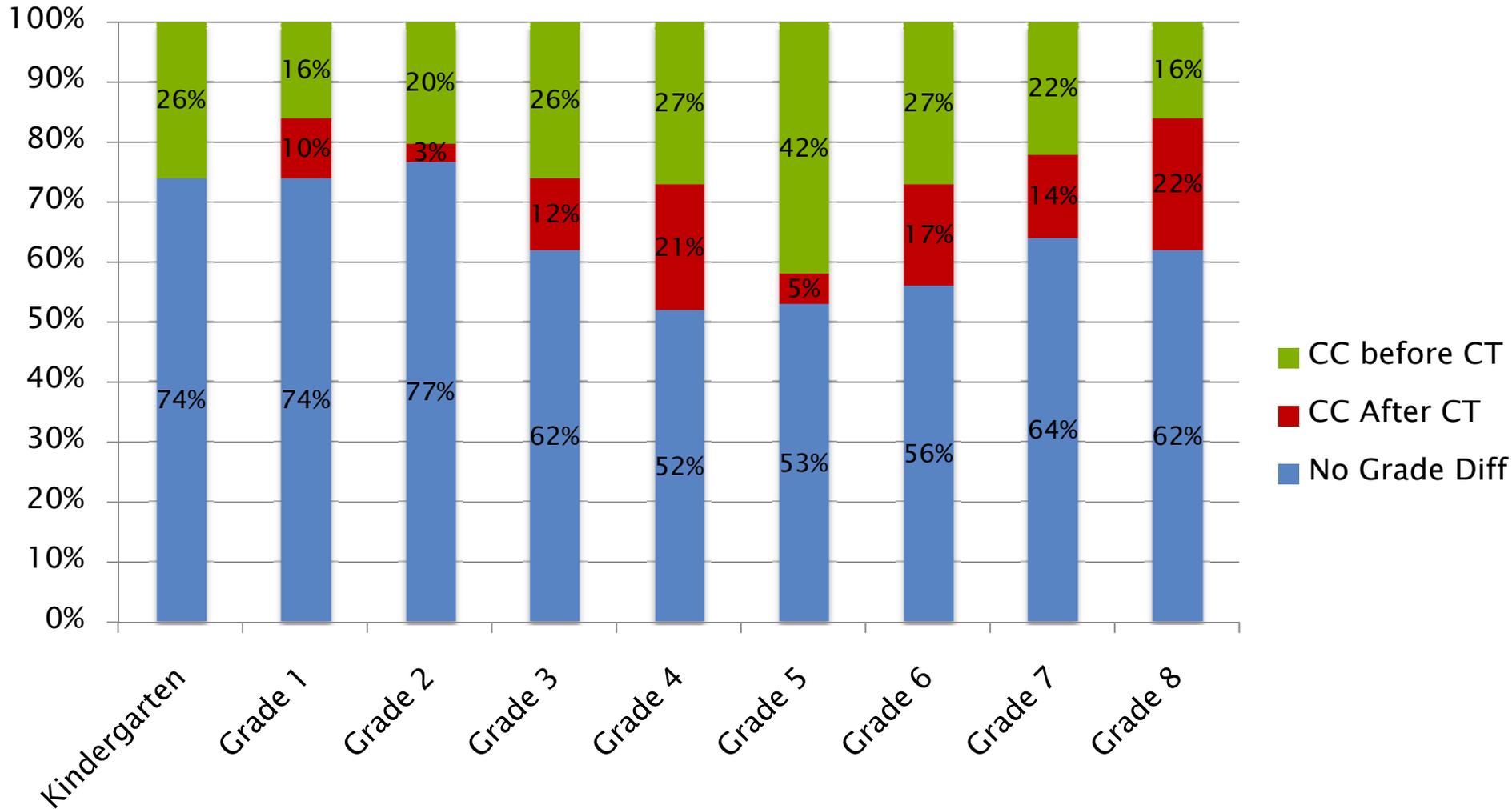


Overall, 68 percent of the matches between the CCSS and Connecticut's ELA standards were excellent or good; 12 percent were weak matches and 20 percent were unmatched.

Grade-Level Comparisons for Mathematics Standards

- ▶ The following slide provides information regarding where matched Common Core standards in mathematics introduce content earlier, later or at the same grade level as Connecticut standards.
- ▶ Although there is a 92 percent match between CCSS and Connecticut standards, the CCSS tends to introduce some mathematics content at earlier grades.
- ▶ These grade differences will have implications for realigning curriculum, instructional materials, for identifying professional development needs, and for assessment development.
- ▶ It is important to note that Grades 9–12 are not included on the graphs because the CCSS standards are written for the entire 9–12 grade span rather than for each grade. Therefore, grade-by-grade comparisons are not possible.

Grade Level Comparisons Between the Connecticut Mathematics Standards and the Common Core Standards K-8

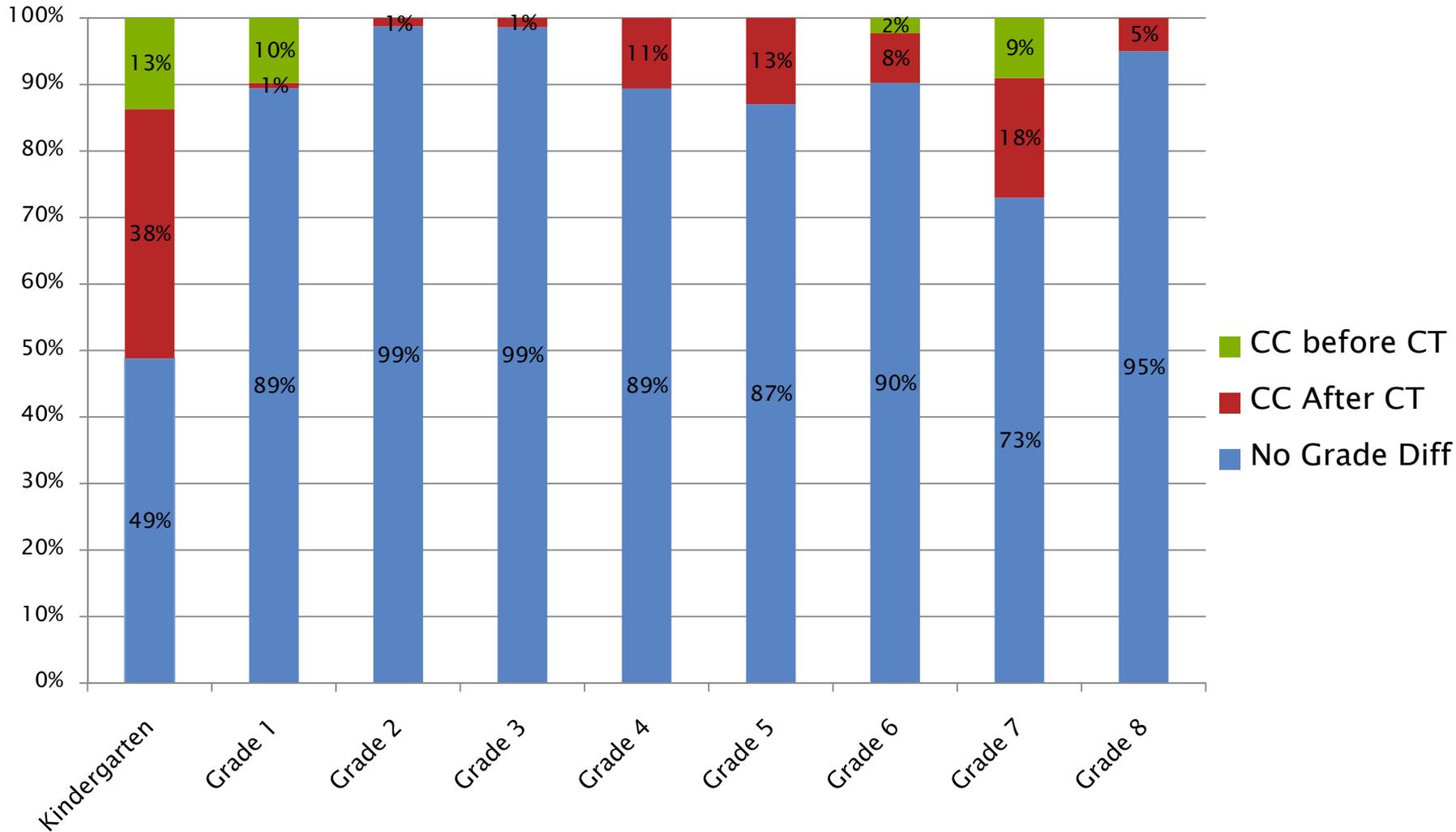


It is important to note that Grades 9-12 are not included on the graphs because the CCSS standards are written for the entire 9-12 grade span rather than for each grade. Therefore, grade-by-grade comparisons are not possible.

Grade-Level Comparisons for English Language Arts Standards

- ▶ The following slide provides information regarding where matched Common Core standards in ELA introduce content earlier, later or at the same grade level as Connecticut standards.
- ▶ Although there is an 80 percent overall match between CCSS and Connecticut standards in English language arts, what is most noteworthy from the data is, for the most part, the matched standards appear at the *same grade level* in both sets of standards.
- ▶ Connecticut prekindergarten and kindergarten standards were matched to Common Core kindergarten standards, which yielded many matches between our Connecticut prekindergarten and the Common Core kindergarten standards. Thus, 38 percent of Common Core kindergarten standards are introduced *later* than in Connecticut standards.

Grade Level Comparisons Between the Connecticut English Language Arts Standards and the Common Core Standards K-8



It is important to note that Grades 9-12 are not included on the graphs because the CCSS standards are written for 9-10 and 11-12 grade spans rather than for each grade. Therefore, grade-by-grade comparisons are not possible.

Stakeholder Engagement Conference

- ▶ The Department has begun planning transition and implementation supports to meet constituents' needs.
- ▶ Representatives from districts, colleges and universities who attended our Stakeholder Engagement Conference on June 17, 2010, strongly supported the Common Core standards.
- ▶ The following slides highlight the responses of 90 individuals to a series of survey prompts during the stakeholder conference.

Stakeholder Conference Participants
[SDE: Common Core State Standards](#)

Stakeholder Conference Feedback

Percentage of individuals who “Agree” or “Strongly Agree”

- ▶ Students meeting these core standards will be well prepared for success in college = **100 percent**
- ▶ The CCSS are as rigorous as CT standards in terms of higher order thinking skills = **97 percent**
- ▶ The CCSS represent a coherent progression of learning from grade-to-grade = **95 percent**
- ▶ The CCSS are as rigorous as CT standards in terms of application of knowledge = **91 percent**
- ▶ The CCSS represent learning standards that are important for all students = **90 percent**
- ▶ Students meeting these core standards will be well prepared for post-high school success in the workplace = **89 percent**
- ▶ The CCSS embed 21st century skills (i.e., communicating, collaborating, using technologies and solving problems creatively) = **87 percent**
- ▶ The CCSS are developmentally appropriate for each grade = **82 percent**

Sample size = 90 respondents

Considerations

- ▶ Districts need to compare current ELA and mathematics curriculums to CCSS. Much will stay the same; however, some CCSS concepts/skills may need to be added and some current standards move to a different grade.
- ▶ Current instructional materials may need to be supplemented, enhanced or moved to a different grade.
- ▶ Certified and pre-service teachers need to be provided opportunities to understand the impact of the CCSS on designing learning opportunities for students.
- ▶ State assessments will remain unchanged until 2014. Connecticut is participating in assessment consortia charged with developing new assessments based on CCSS by 2014.

CSDE's Support

- ▶ Transition guidelines and timeline
- ▶ Standards crosswalk documents
- ▶ Standards awareness and interpretation workshops and webinars
- ▶ Curriculum alignment
- ▶ Assessment development updates