What are the Common Core State Standards?

Beginning in the spring of 2009, governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state standards (CCSS) for K–12 English language arts (ELA) and mathematics.

http://www.corestandards.org
Common Core Standards and Connecticut’s Education Reform Agenda

- The CCSS will support the State Board’s 5-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 that all students will be prepared to succeed in our global economy, supports Connecticut’s Secondary School Reform (increased high school course requirements, especially in STEM and end of course tests).

- The State pledged to adopt CCSS by August 2, 2010 and join an assessment consortium.

Standards Comparison Study

- Content experts in CT ELA and math 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 CT standards.
Standards Comparison Study

- CCSS were compared to CT Standards, standard by standard at the same grade level.
- CCSS were also compared to CT 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 CT Standards.

Categories of Matches

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

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

Match rate –1; matched with CT 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

- CT.6.OL.2:
  Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions, panel discussions
**CC.9–10.R.I.1 Reading Standards for Informational Text – Key Ideas and Details**

Match rate – 3; matched with CT 9–12 ELA Curriculum Frameworks

Excellent match – the expectations in both verb/performance and content/topic are equivalent

CC.9 – 10.R.I.1 - *Cite* strong and thorough *textual evidence to support analysis* of what the text says *explicitly* as well as *inferences* drawn from the text.

Reading and Responding:
- CT.1.1e – *draw conclusions* and *use evidence* to substantiate them using texts heard, read, and viewed.
- CT.1.1f – *make and justify inferences* from *explicit and/or implicit information*
- CT.1.2b – *interpret information* that is *implied in a text*
- CT.1.2d – *make, support, and defend judgments* about texts

Exploring and Responding to Literature
- CT.2.2b – *develop a critical stance* and *cite evidence* to support the stance

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**CC.9–10.W.2.c Writing – Text Types and Purposes**

Match rate – 3; matched with CT 9–12 ELA Curriculum Frameworks

Excellent match – the expectations in both verb/performance and content/topic are equivalent

- CC.9–10.W.2.c
  - Use appropriate and varied *transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.*

Communicating with Others:
- CT.3.2c – *revise texts* for *organization, elaboration, fluency, and clarity.*
**CC.K.L.5.b– Kindergarten – Language**

Match rate – 3; matched with CT Reading grade level expectation in grade 1.

Excellent match – the expectations in both verb/performance and content/topic are equivalent

- **CC.K.L.5**
  - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- **CT.1.R.23**
  - Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.

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**Common Core ELA Standards Matched to CT’s ELA Standards**

Overall, 80% of the CC ELA standards were matched to CT’s ELA standards. The remaining 20% were not matched. This translates to about 200 of the 1,019 CC ELA standards that will be “new” for CT.
Overall, 68% of the matches between the CCSS and CT’s ELA standards were excellent or good; 12% were weak matches and 20% were unmatched.

Grade Level Similarities and Differences for ELA 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 CT standards.

Although there is an 80% overall match between CCSS and CT standards in English language arts, what is most noteworthy from the data is most of the matched standards appear at the SAME GRADE LEVEL in both sets of standards.

Connecticut prekindergarten and kindergarten standards were matched to CC kindergarten standards, which yielded many matches between our CT prekindergarten and the CC kindergarten standards. Thus, 38% of CC kindergarten standards are introduced LATER than in CT standards.
It's 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 Conference

- Representatives from districts, colleges, universities, RESCs, parent, community and social advocacy and community-based organizations who attended our Stakeholder Engagement Conference on June 17, 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

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

- Students meeting these core standards will be well prepared for success in college – 100%

- The CCSS are as rigorous as CT standards in terms of higher order thinking skills – 97%

- The CCSS represent a coherent progression of learning from grade-to-grade – 95%

- The CCSS are as rigorous as CT standards in terms of application of knowledge – 91%

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Stakeholder Conference

- The CCSS represent learning standards that are important for all students – 90%

- Students meeting these core standards will be well prepared for post-high school success in the workplace – 89%

- The CCSS embed 21st Century skills (i.e. communicating, collaborating, using technologies and solving problems creatively) – 87%

- The CCSS are developmentally appropriate for each grade – 82%
Consensus Judgments Regarding “New” Standards for CT

1. The CCSS that would be new for Connecticut are essential for college and career readiness.
   ELA: 100% agree

2. The CCSS that would be new for Connecticut are reasonable expectations for the corresponding grade level.
   ELA: 78% agree; 22% not sure

Stakeholder Needs

- Preschool standards aligned with CCSS
- Support with revising or aligning district curriculum to CCSS
- Higher Education awareness for teacher preparation
- Standards phase-in timeline
- Adequate notice of changes to state assessments
CSDE Support

- Timely information and ongoing support will include:
  - Assessment development updates
  - Standards crosswalk documents

http://www.ct.gov/sde/ccss

CT Crosswalk Document

<table>
<thead>
<tr>
<th>CCSS</th>
<th>CT Standard Match</th>
<th>CT Assessment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.11–12.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>CT.9–12.3.2.c revise texts for organization, elaboration, fluency and clarity.</td>
<td>IW R2L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CT.9–12.3.1.c use the appropriate features of persuasive, narrative, expository or poetic writing.</td>
<td>IW R2L</td>
<td>Poetic writing not measured on CAPT.</td>
</tr>
</tbody>
</table>
Important Considerations

- Districts need to compare current ELA curriculum to CCSS. Much will stay the same, however some CCSS concepts/skills may need to be added; some current standards move to a different grade.
- Current instructional materials may need to be supplemented, enhanced or moved to a different grade.
- Practicing and pre-service teachers need support to understand the impact of the CCSS on designing learning opportunities for students.
- State assessments will remain unchanged until 2014. CT is participating in the SMARTER Balanced Assessment Consortium charged with developing new assessments based on CCSS by 2015.

General Questions and Concerns

- How does this impact me?
- How is the CSDE going to ease the transition?
- How will I be informed?
- Do I use my current materials and curriculum documents?
- Will I need new teaching materials?
Your Questions and Concerns

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