

# **THE COMMON CORE STATE STANDARDS IN CONNECTICUT**

Implications for Curriculum, Instruction  
and Learning

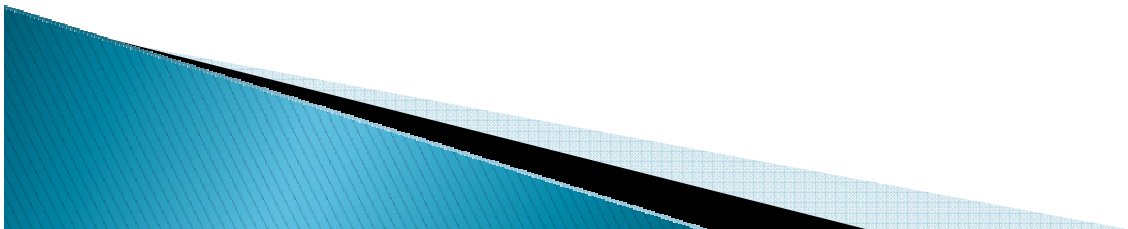
September 2010

Connecticut State Department of Education



# CCSS Key Assumptions

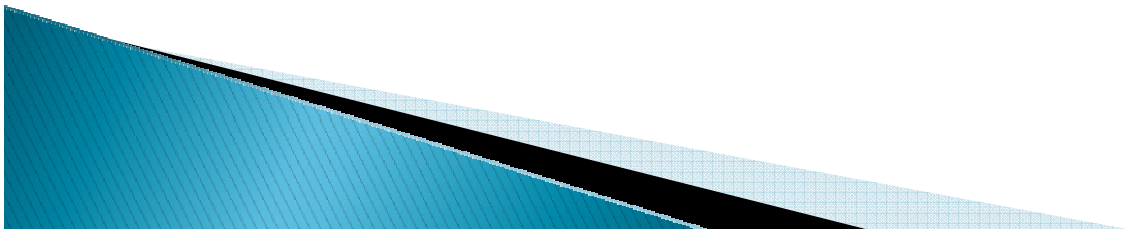
- ▶ CCSS assume 100% mastery of the preceding year's standards
- ▶ Standards are high points, not finish lines
- ▶ Standards are not curriculum
- ▶ In order for change to be effective, it must be at the unit or chapter level



# Understanding the Common Core State Standards

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.

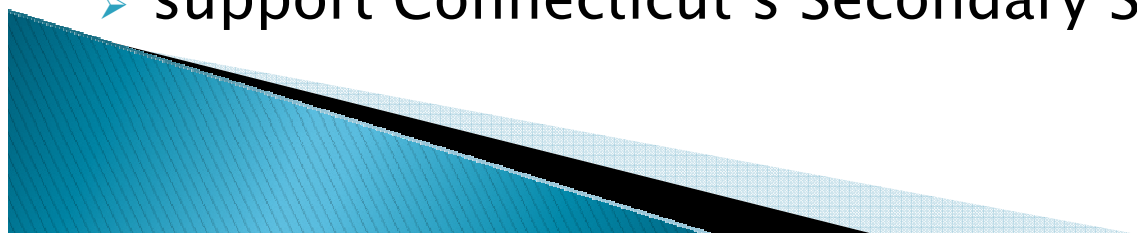
<http://www.corestandards.org>



# Common Core Standards and Connecticut's Education Reform Agenda

The CCSS, adopted by the State Board on July 7, 2010,

- ▶ are internationally benchmarked
- ▶ prepare all students to succeed in a global economy
- support the State Board's 5-Year Plan
- support Connecticut's Secondary School Reform

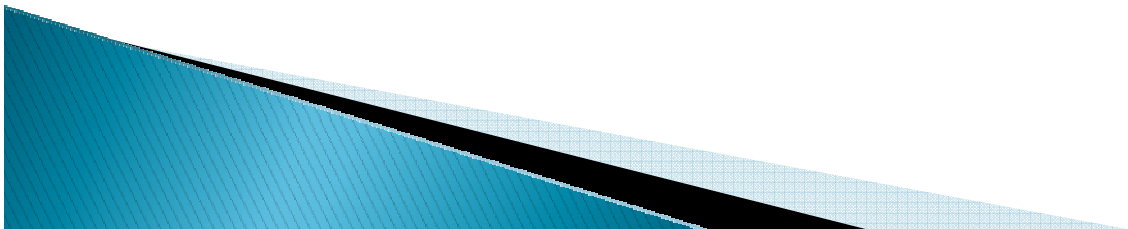


# CT's CCSS Adoption Process

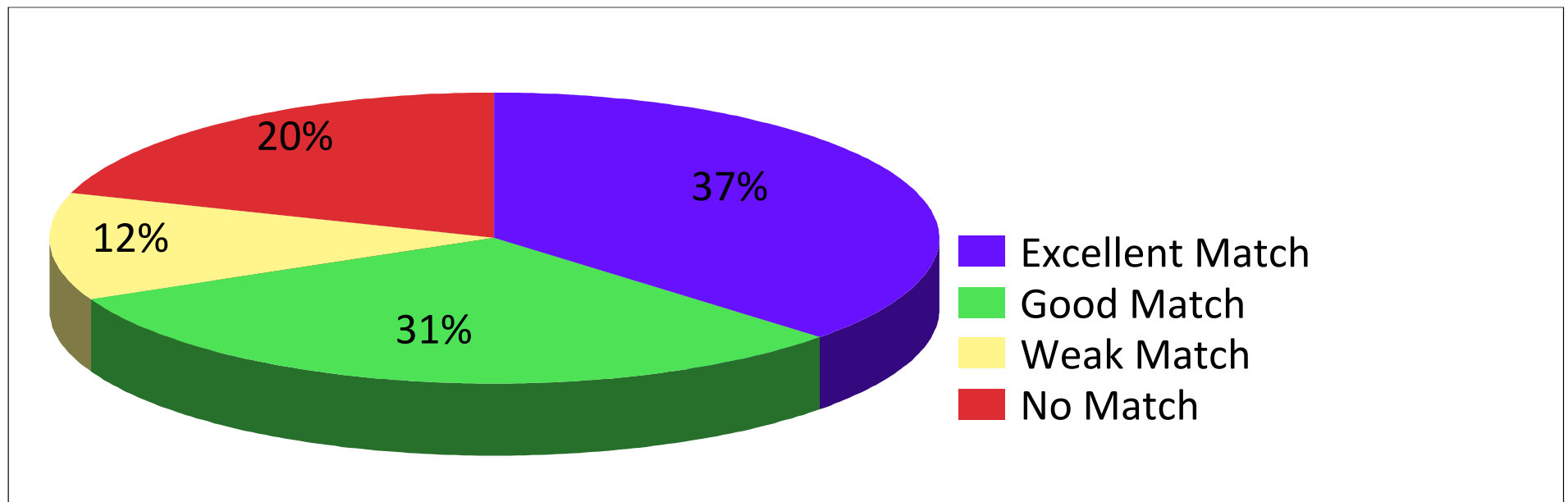
CT content experts in English Language Arts and Mathematics worked in teams to determine the existence of matches between CCSS and CT standards using the Common Core Comparison Tool developed by Achieve, Inc.

CCSS were compared to CT standards:

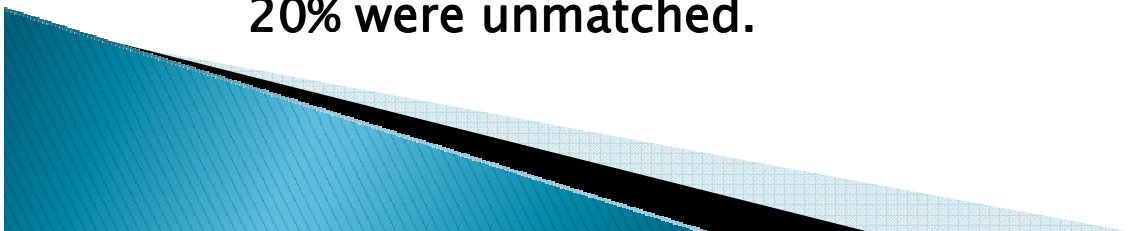
- standard by standard at the same grade level.
- at the prekindergarten level, grade levels before or after the targeted CCSS and by high school grade bands.



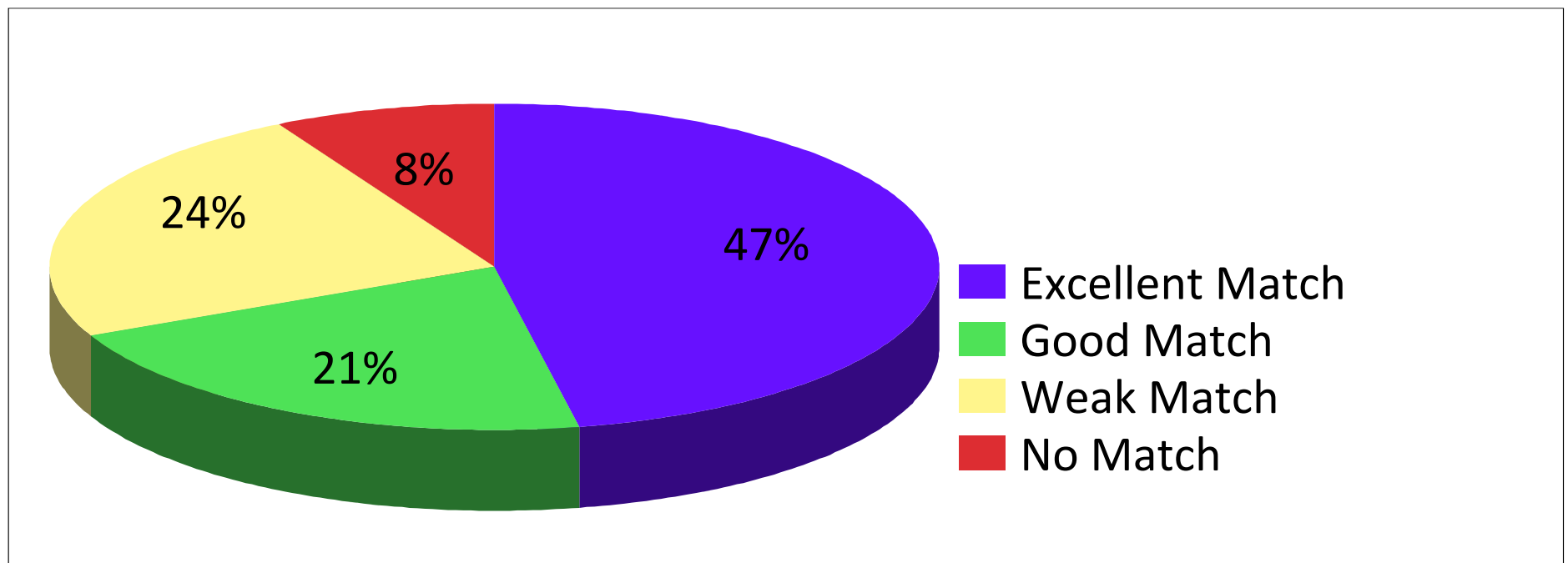
# Strength of Matches Between the Common Core Standards and CT's English Language Arts Standards



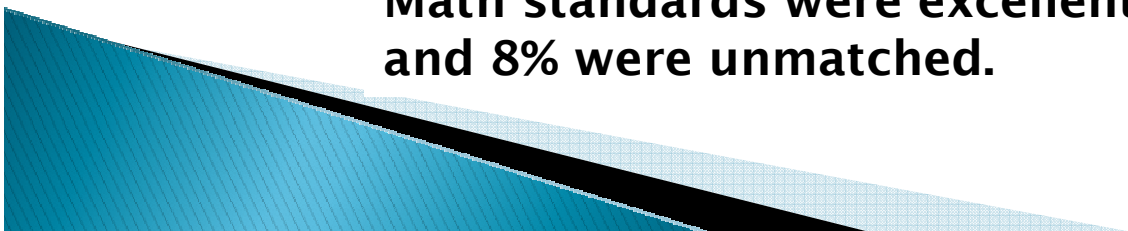
Overall, 68% of the matches between the CCSS and CT's ELA standards were excellent or good; 12% were weak matches and 20% were unmatched.



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

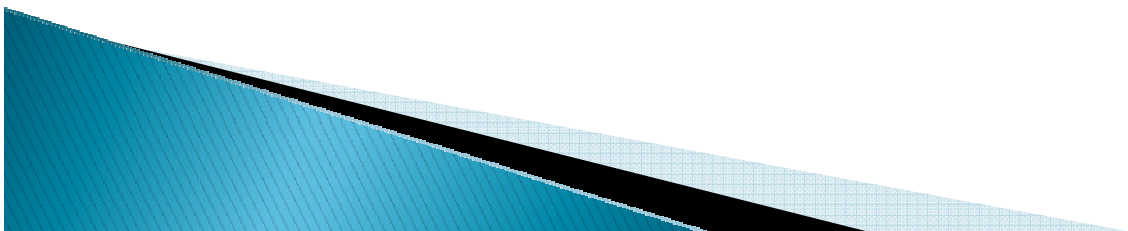


**Overall, 68% of the matches between the CCSS and CT Math standards were excellent or good; 24% were weak; and 8% were unmatched.**



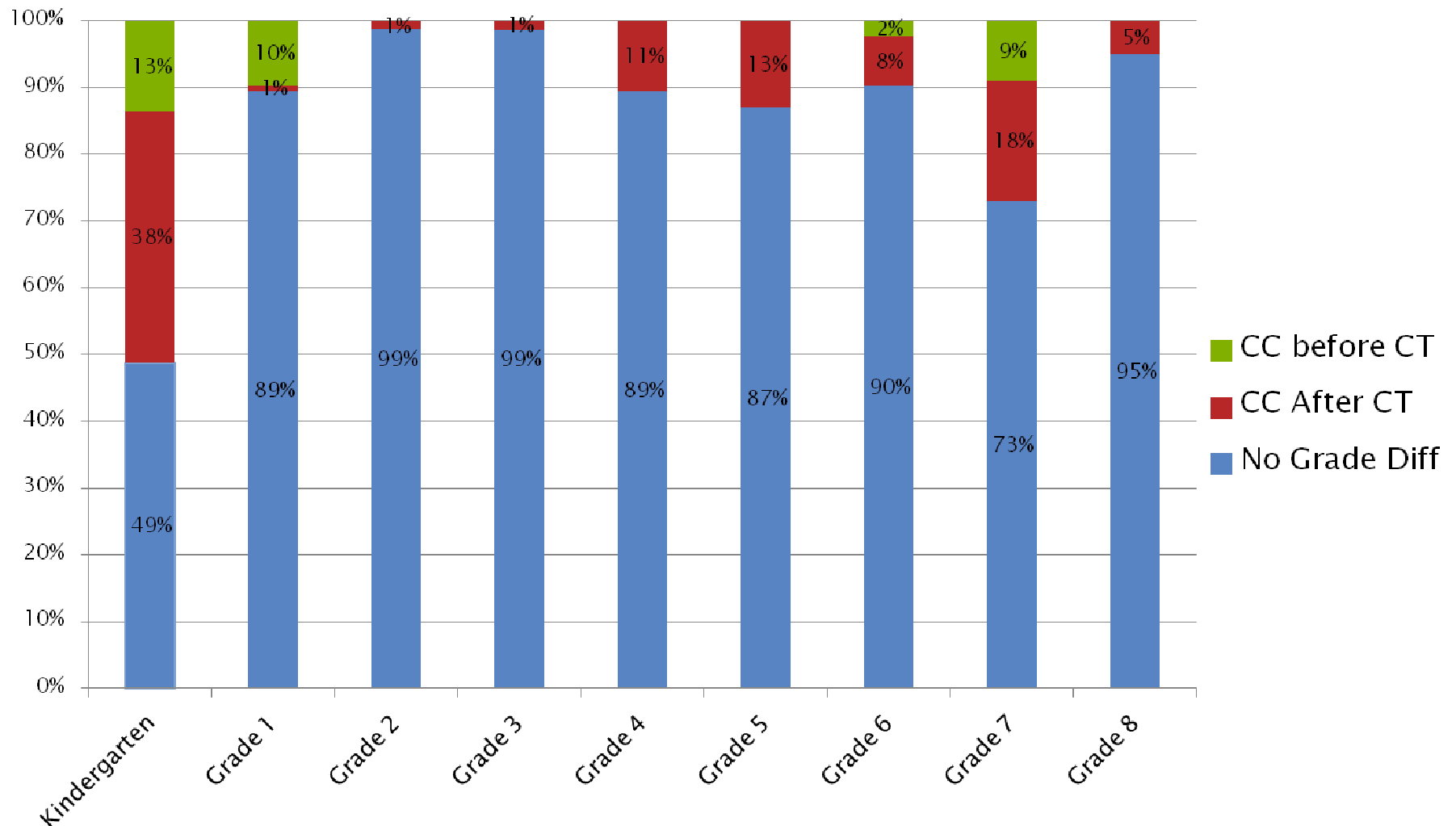
# Grade Level Similarities and Differences for English Language Arts and Mathematics

- The following slides provide information regarding where matched Common Core standards in English language arts and Mathematics introduce content earlier, later or at the same grade level as CT standards.



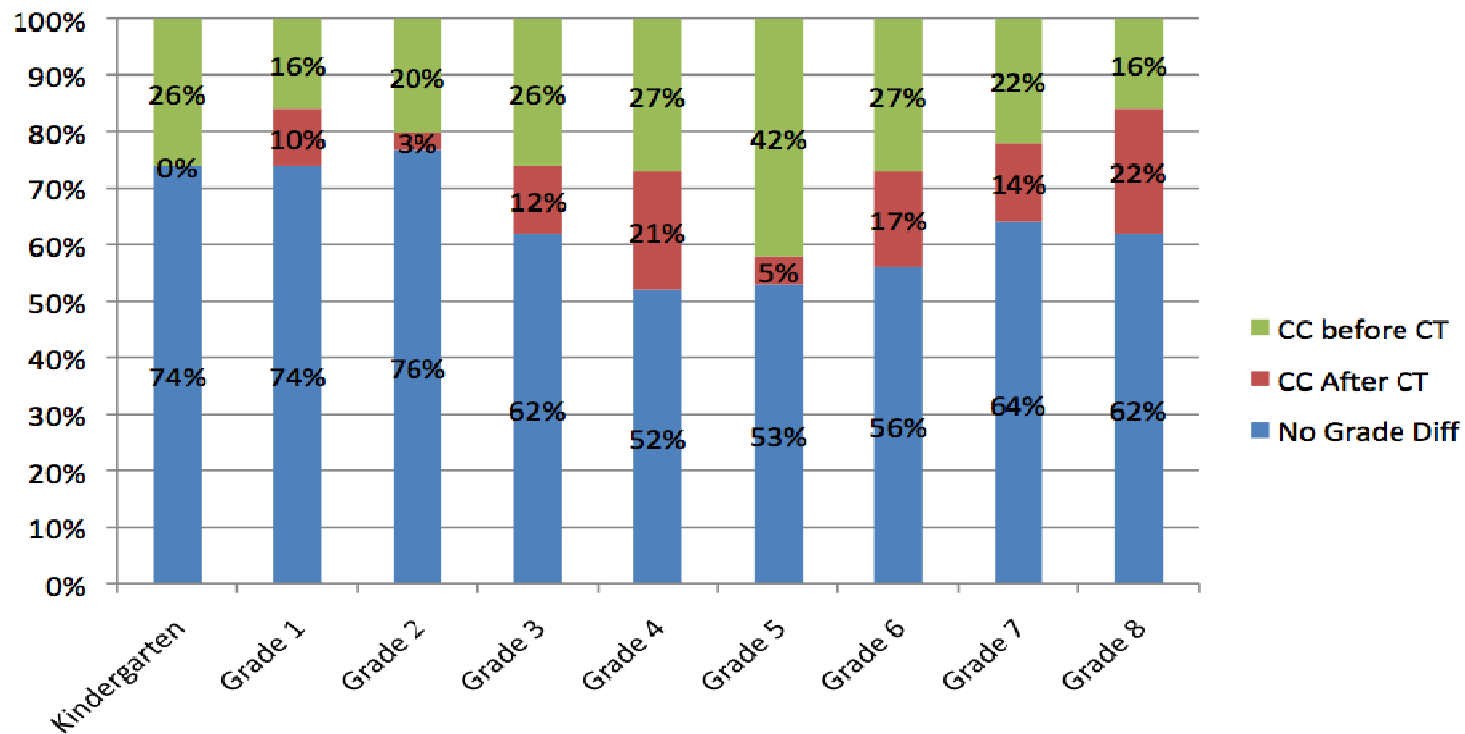


## Grade Level Comparisons Between the Connecticut English Language Arts Standards and the Common Core Standards K–8



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.

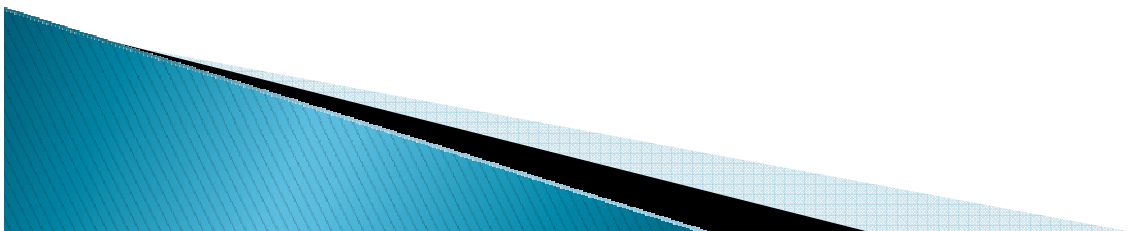
## Grade Level Comparisons Between CT Mathematics Standards and the CCSS



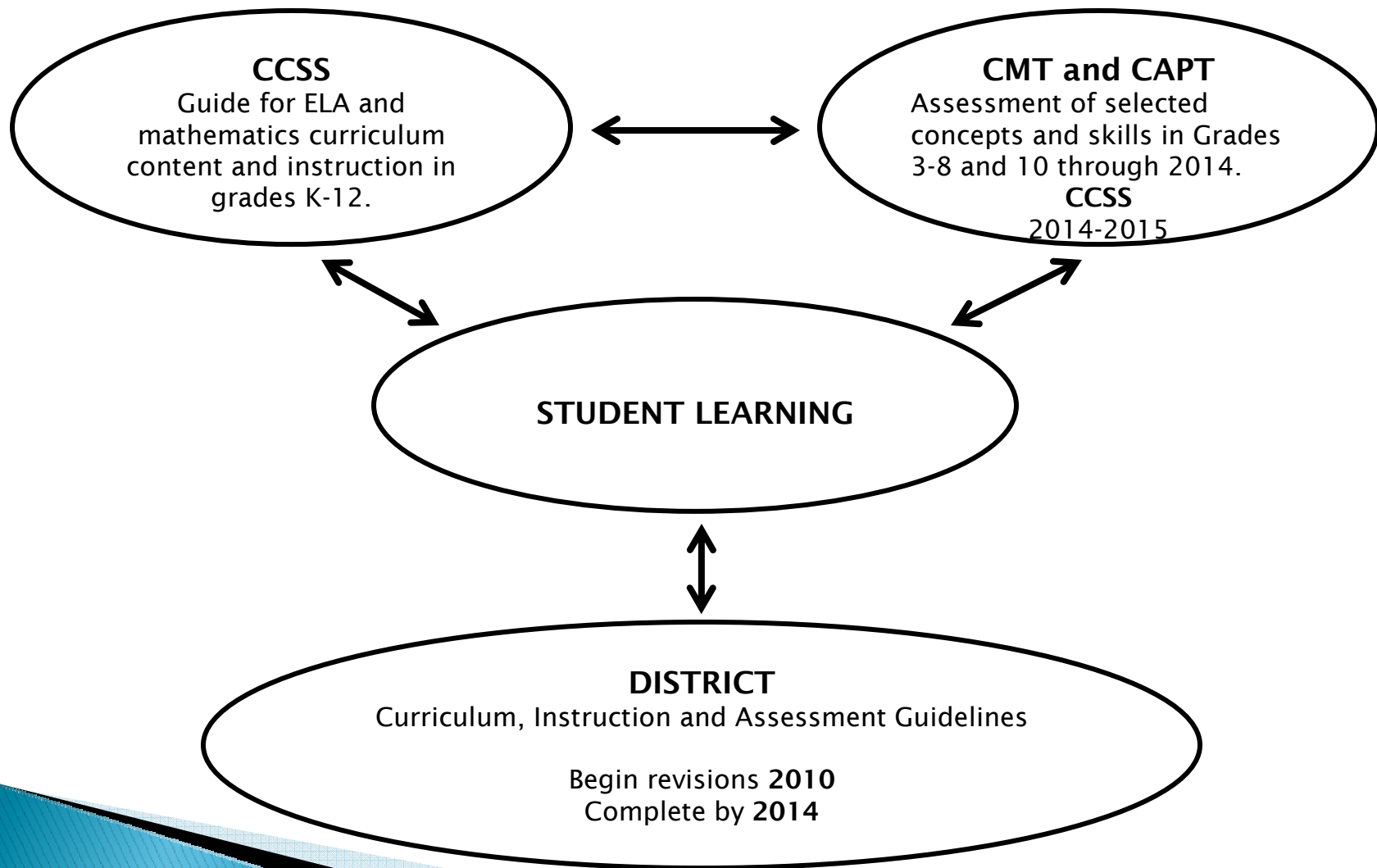
It is important to note that Grades 9-12 are not included on the graph because the Mathematics Standards for High School are written for the entire 9-12 grade span rather than for each grade level.

# Crosswalk Considerations and Curriculum

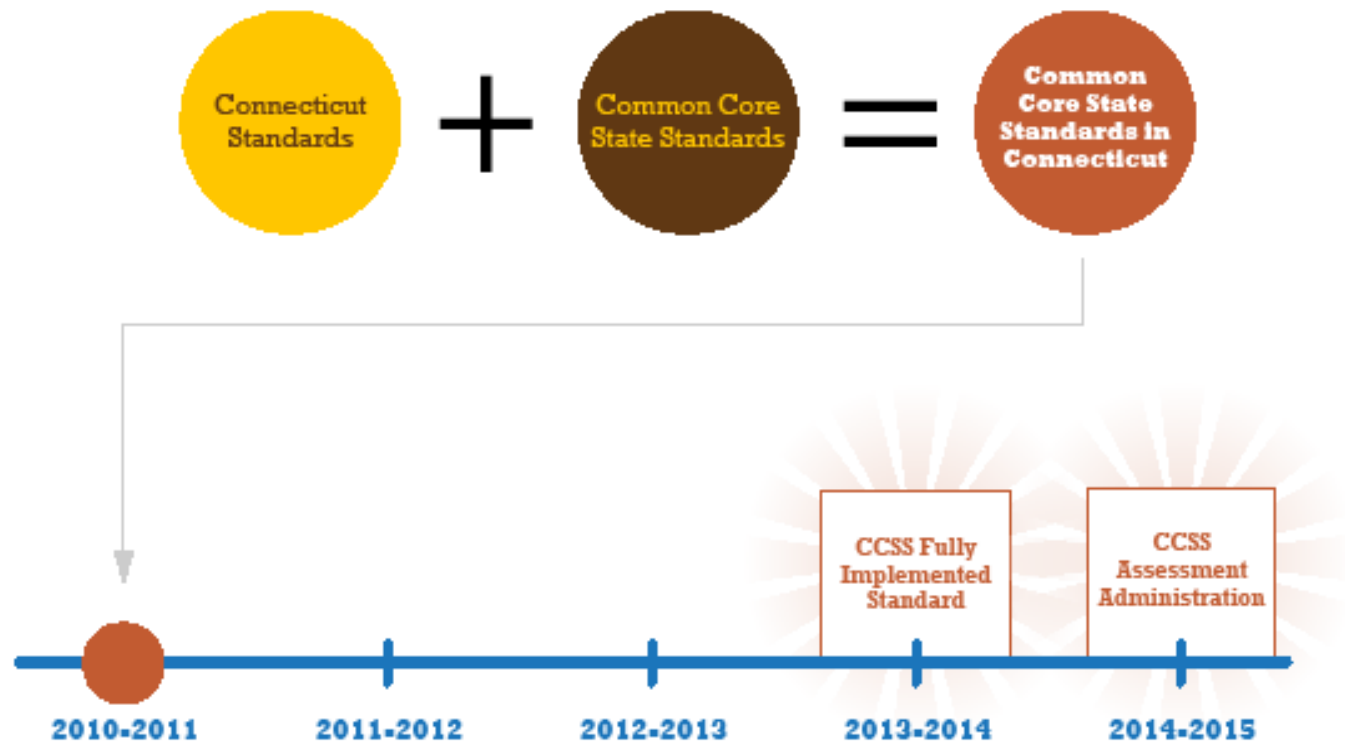
- Districts need to compare current curriculum to CCSS. Much will stay the same, however some CCSS concepts/skills may need to be added; some current standards move to a different grade.
- Current instructional materials may need to be supplemented, enhanced or moved to a different grade.
- Practicing 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.



# The SDE–District Connections



## COMMON CORE STATE STANDARDS IN CONNECTICUT IMPLEMENTATION GUIDE



# CSDE Support

Timely information and ongoing support will include:

- ▶ Assessment development updates
- ▶ Standards crosswalk documents

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



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