

# Common Core State Standards: Implementation Tools And Resources



CCSSO developed this list of free tools and resources to support educators during the process of Common Core State Standards (CCSS) implementation. This document primarily lists resources developed by CCSSO and other leading organizations and is not intended to be a comprehensive list of all available resources.

The resources are grouped into the following categories:

<b>About the Standards</b> .....	2
<b>Reviewing Instructional Materials</b> .....	5
<b>Instructional Supports</b> .....	7
<b>Implementation Planning</b> .....	10
<b>Mathematics Common Core Resources</b> .....	14
<b>English Language Arts/Literacy (ELA) Common Core Resources</b> .....	18
<b>Connecting Career and Technical Education to the Common Core</b> .....	21
<b>Connecting English Language Learners to the Common Core</b> .....	22
<b>Connecting Students with Disabilities to the Common Core</b> .....	24
<b>Defining College and Career Readiness</b> .....	26
<b>Assessment Consortia Information</b> .....	28

# Common Core State Standards: Implementation Tools And Resources



## ABOUT THE STANDARDS

### CORESTANDARDS.ORG

[Corestandards.org](http://Corestandards.org) is the official website of the Common Core State Standards Initiative. This website hosts the official version of the standards, including a downloadable web version (XML format), a set of frequently asked questions, and related resources. The corestandards.org website was most recently updated in December 2012 to include more information on state implementation.

**Creators:** CCSSO and the National Governors Association (NGA)

**Contact:** [CCSSO](http://CCSSO)

### VIDEOS OF STANDARDS WRITERS EXPLAINING KEY ISSUES OF THE COMMON CORE STATE STANDARDS

These [professional-quality, modular videos](#) describe important aspects of the ELA/literacy and mathematics standards, and are designed to share with educators, either sequentially or on an individual basis. The videos feature lead standards authors David Coleman, Sue Pimentel, Bill McCallum and Jason Zimba.

**Creator/Lead Author:** CCSSO, in partnership with the James B. Hunt Institute

**Contact:** [CCSSO](http://CCSSO)

### SUPPLEMENTAL RESEARCH TO APPENDIX A OF COMMON CORE STATE STANDARDS ON TEXT COMPLEXITY

As a result of new research on the quantitative dimensions of text complexity published since the standards' release, CCSSO and NGA developed [a supplement to Appendix A of the Common Core Standards](#) that is posted on [www.corestandards.org](http://www.corestandards.org). This research expands upon the three-part text complexity model outlined in Appendix A of the CCSS in ELA/Literacy that blends quantitative and qualitative measures of text complexity with reader and task considerations. The supplement contains an updated chart of text complexity grade bands and associated ranges for six quantitative computer programs that measure text complexity. It also presents new field-tested tools for helping educators assess the qualitative features of text complexity.

**Contact:** [CCSSO](http://CCSSO)

### INFORMATION FOR PARENTS

Several national organizations have developed helpful brochures to explain the Common Core State Standards to parents.

#### PTA Parent Guides

[The grade-by-grade parent guides](#) explain what students will be learning in each grade

# Common Core State Standards: Implementation Tools And Resources



in ELA and math under the Common Core State Standards, and how parents can support their students' learning. Eleven guides were created for grades K-12, and all are available in English and Spanish. State education agencies, school districts, state boards of education, and state/local PTAs may contact the National PTA to co-brand the *Parents' Guides to Student Success*.

**Creators:** PTA and Common Core State Standards writers

**Contact:** [National PTA](#)

## **Council of Great City Schools Parent Roadmaps**

The Council of Great City Schools has developed *Parent Roadmaps* for understanding the ELA and Math Common Core State Standards in kindergarten through eighth grade. For each grade and subject, the roadmaps explain to parents what their child will be learning and how parents can support learning outside of the classroom. They are currently available in English and Spanish, and plans are underway to publish them in additional languages. Visit the [CGCS](#) website to download the roadmaps.

[English Language Arts](#)

[Mathematics](#)

In addition to the Parent Roadmaps, the Council of Great City Schools has also created a [3-minute video concisely describing the Common Core State Standards](#) and where they came from that can be used to share the initiative with parents.

**Creator:** Council of Great City Schools

**Contact:** [Robin Hall](#)

## **Military Child Education Coalition Q&A Pamphlet**

This pamphlet, developed by the Military Child Education Coalition, provides background on the standards, explains why the Common Core is important to military-connected students, and discusses the new assessments that will accompany the new standards. It also includes four perspectives on the value of the Common Core – a student, a parent, an administrator, and a teacher.

**Creator:** Military Child Education Coalition

**Contact:** [Stayce Parry](#)

## **INFORMATION FOR HIGHER EDUCATION**

Several national organizations have developed resources focused on the role of the higher education community in CCSS implementation.

### **Implementing the Common Core State Standards: An Action Agenda for Higher Education**

The issue brief, published by Achieve, Inc., the American Council on Education (ACE),

# Common Core State Standards: Implementation Tools And Resources



and State Higher Education Executive Officers Association (SHEEO), calls on the higher education community to actively participate as new state standards are implemented for English language arts/literacy and mathematics for grades K-12. It provides a concise overview of the Common Core initiative and summarizes key areas in which higher education should engage as the standards are implemented, including: defining college readiness and aligning key policies for the school-to-college transition; developing K-12 assessments and aligning college placement policies with them; aligning K-12 and higher education curricula, and providing teacher preparation and in-service professional development.

## [Discussion paper: The Common Core State Standards and Teacher Preparation: The Role of Higher Education](#)

This discussion paper, published by the Association of Public and Land-Grant Universities, lays out an action agenda for higher education institutions in Common Core implementation in four areas: aligning higher education curriculum with K-12 curriculum; teacher preparation; conducting relevant Common Core research; and developing partnerships.

## **RELATED PUBLICATIONS**

### [NASBE State Education Standard \(September 2012\): The Common Core Standards from origin to execution](#)

The September 2012 issue of the *State Education Standard*, a quarterly publication of the National Association of State Boards of Education, examines the history of the CCSS from their creation and adoption to implementation, and the current development of standards-aligned assessments. Articles highlight key shifts in instruction, opportunities for students with disabilities, the “15 percent” rule, as well as different perspectives from educators and policymakers. You may download a free copy on the [NASBE website](#).

# Common Core State Standards: Implementation Tools And Resources



## REVIEWING INSTRUCTIONAL MATERIALS

### PUBLISHERS' CRITERIA FOR THE COMMON CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND LITERACY

The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the CCSS to guide publishers and curriculum developers as they work to develop reading materials aligned with the Common Core State Standards for grades K-2 and grades 3-12. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the literacy standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.

[Publishers' Criteria for K-2](#) (Revised May 16, 2012)

[Publishers' Criteria for 3-12](#) (Revised April 12, 2012)

**Creators/Lead Authors:** Student Achievement Partners and endorsed by CCSSO, NGA, the National Association of State Boards of Education, the Council of Great City Schools, and Achieve

**Contact:** [CCSSO](#)

### K-8 PUBLISHERS' CRITERIA FOR COMMON CORE STATE STANDARDS FOR MATHEMATICS

The [Publishers' Criteria for Common Core State Standards for Mathematics](#) were developed by the lead authors of the standards to guide publishers and curriculum developers as they work to develop mathematics materials aligned with the Common Core State Standards for grades K-8. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the mathematics standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.

**Creators/Lead Authors:** Student Achievement Partners and endorsed by CCSSO, NGA, the National Association of State Boards of Education, the Council of Great City Schools, and Achieve

**Contact:** [CCSSO](#)

### Evaluating Lessons and Units for Common Core Alignment (The Tri-State Quality Review Rubric and Rating Process)

Achieve is currently facilitating a collaborative initiative titled Educators Evaluating Quality Instructional Products (EQUIP) to evaluate and develop instructional units and tasks aligned to

# Common Core State Standards: Implementation Tools And Resources



the CCSS. EQuIP builds on the efforts of the Tri-State Collaborative, including rubrics and processes developed by Massachusetts, New York, and Rhode Island to determine the quality and alignment of instructional lessons and units to the CCSS.

**Creator:** Achieve, in collaboration with the states of Rhode Island, New York, and Massachusetts

**Contact:** [info@engageny.org](mailto:info@engageny.org)

## [Open Educational Resources \(OER\) Rubrics and Evaluation Tool](#)

Achieve developed eight rubrics in collaboration with leaders from the OER community, to help states, districts, teachers, and other users determine the degree of alignment of OERs to the Common Core State Standards, and to determine aspects of quality of OERs. Achieve has also partnered with OER Commons, an online repository for open educational resources, to help users apply these rubrics and evaluate the quality of instructional resources.

**Contact:** [Achieve](#)

## [Tennessee ELA Textbook Review Instruments](#)

These review instruments created for the Tennessee Department of Education's state textbook review committee can be used or adapted by other districts to assess a textbook's alignment to the CCSS for ELA. The materials include a review instrument for reading in grades K-8 and grades 6-12, as well as a review process memorandum, which explains the state's process.

Contact: [TNCORE](#)

# Common Core State Standards: Implementation Tools And Resources



## INSTRUCTIONAL SUPPORTS

### STUDENT ACHIEVEMENT PARTNERS' PROFESSIONAL DEVELOPMENT MODULES

Student Achievement Partners (SAP) is a nonprofit founded by three of the contributing authors to the Common Core to support effective and innovative implementation of the CCSS. The organization has created professional development modules designed to support district and school leadership in their transition to the Common Core. SAP has released a total of seven modules as of December 2012.

[The seven modules now available are:](#)

- **\*New\*** [Why the Common Core? How these Standards are Different:](#) An overview of the background information necessary to understand why the Common Core State Standards were developed and how they are different from previous standards we have seen.
- [Introduction to the ELA/Literacy Shifts:](#) An introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy.
- **\*New\*** [Introduction to the Literacy Shifts in the Content Areas:](#) An introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy, specifically in the content areas (social studies, science, arts, etc.).
- [Understanding Text Dependent Questions:](#) A resource for strengthening educators' understanding of how text-dependent questions support the key shifts called for by the Common Core State Standards for ELA/Literacy.
- [Introduction to the Math Shifts:](#) An introduction to the key shifts required by the Common Core State Standards for Mathematics.
- **\*New\*** [Deep Dive into the Math Shifts:](#) A deeper dive into the Math shifts for those familiar with the shifts required by the Common Core State Standards for Mathematics.
- [Instructional Leadership and the Common Core:](#) A guide for school-level instructional leaders for starting the work of implementing the Common Core in their school.

The modules are intended be shared widely for use by individual educators for self-study or presentation, in professional learning communities, or as a resource for preparing to lead the professional development in a school or district setting. The time required for each module can be customized by expanding the amount of time spent on the activities and in discussion.

# Common Core State Standards: Implementation Tools And Resources



Each module contains a facilitator's guide, PowerPoint presentations with thorough notes, hands-on activities, related readings and research, recommended topics for discussion, and web and video resources. Refer to the Facilitator's Guide for specific instructions on how to use each part of the module. CCSSO hosted a webinar in July 2012 to mark the initial release of the first four modules. [You may view the archived webinar and presentation through CCSSO's website.](#)

**Creator:** [Student Achievement Partners](#)

**Contact:** [info@studentsachieve.net](mailto:info@studentsachieve.net)

## **VIDEOS OF COMMON CORE LESSONS FOR TEACHERS**

[The Teaching Channel](#) features over 100 free videos related to Common Core instruction. These independently-developed videos provide an overview of the ELA/literacy and mathematics standards, specific lesson ideas, and demonstrations of teaching practices. Videos vary in length from five to thirty minutes. While CCSSO does not officially certify the alignment of independently-developed resources to the Common Core, these videos are promising resources. In particular, [a video featuring Sarah Brown Wessling, the 2010 National Teacher of the Year](#), is a vibrant demonstration of the Common Core coming to life in the classroom.

## **AMERICA ACHIEVES VIDEOS, LESSON PLANS, AND RESOURCES**

America Achieves has re-launched its [Common Core website](#) with new content and features. The site now features analysis videos to accompany their video lesson modules, in which teachers discuss the lesson, their practice, and Common Core implementation in their school. The site also features videos explaining the key instructional shifts associated with the CCSS; information and resources from the Educator Evaluating Quality Instructional Products (EQulP) project; and an improved search function. America Achieves is in the process of filming more videos, and plans to have at least one math and one ELA video module per grade posted online for grades K-12 by fall 2013. You must sign up for an account to access this free content. If you are a new user to the site, please click on the "New User" icon on the upper right-hand of the site to register for an account.

**Contact:** [America Achieves](#)

## **EDUCORE**

ASCD created the [EduCore digital tool](#) as a repository of evidence-based strategies, videos, and supporting documents to help educators transition to the Common Core State Standards in both mathematics and English language arts and literacy for the secondary grades. EduCore is free and available to all educators.

[The EduCore mathematics tools](#) include videos, PowerPoint presentations, CCSS math materials, and formative assessment lessons. The formative assessment lesson plans, titled "Classroom Challenges" and designed for grades 6–12, were developed by Mathematics

## Common Core State Standards: Implementation Tools And Resources



Assessment Resource Services (MARS); the lessons feature problem-solving and content development formative assessments on many subjects (such as solving linear equations in two variables and applying angle theorems).

[EduCore ELA and Literacy](#) tools include materials developed by the Literacy Design Collaborative, including three templates for teaching argumentation, informational writing and text, and narrative writing for middle and high school educators in all disciplines. Related resources include templates teachers can use to develop their own instructional modules and videos on how to create such templates.

**Contact:** [commoncore@ascd.org](mailto:commoncore@ascd.org)

# Common Core State Standards: Implementation Tools And Resources



## IMPLEMENTATION PLANNING

### COMMON CORE SURVEY TOOL

Achieve, Education First, and the U.S. Education Delivery Institute (EDI) released a [Common Core Survey Tool](#) to help state and district leaders track the quality of their standards implementation. The survey item bank includes survey questions tailored to teachers and school leaders. State leaders can use the item bank as a base for creating customized surveys. The survey tool includes a guidance document that explains the context of the tool, methods for customization and use, and suggestions for how to use the data to make mid-course corrections.

**Creators:** Achieve, Education First, and U.S. Education Delivery Institute

**Contact:** [comment@deliveryinstitute.org](mailto:comment@deliveryinstitute.org)

### COMMON CORE IMPLEMENTATION GUIDE

["On the Road to Implementation: Achieving the Promise of the Common Core State Standards"](#)

is an implementation guide developed by Achieve that identifies the key areas that state policymakers will need to consider to implement the new standards with fidelity.

**Contact:** [CCSSO](#)

### FOUNDATION FOR EXCELLENCE IN EDUCATION COMMON CORE COMMUNICATIONS TOOLKIT

The toolkit includes communications checklists, information on common misperceptions about the standards, sample Q & A, examples of how the standards raise the bar for public education, sample letters to parents and educators, and an archive of selected opinion pieces about the Common Core.

**Contact:** [Foundation for Excellence in Education](#)

### POLLING ON PUBLIC AWARENESS AND SUPPORT

In June 2012, Achieve released the results of a national Common Core awareness poll that built on the results of a similar August 2011 poll. The results, outlined in a report titled [Growing Awareness, Growing Support: Teacher and Voter Understanding of the Common Core State Standards & Assessments](#) showed teachers are increasingly knowledgeable about the Common Core State Standards (CCSS) and that they like what they see. The voting public continues to give high marks to the idea of having common standards and assessments. When given additional information about the CCSS and the related assessment, support remains high.

The 2012 annual Phi Delta Kappa (PDK)/Gallup Poll of the Public's Attitudes Toward Public Schools, which polls the public on a number of education topics, also contains positive findings for public perception of the Common Core. According to the report, most Americans believe the Common Core standards will allow U.S. schools to compete globally, and three out of four

# Common Core State Standards: Implementation Tools And Resources



Americans believe the standards will provide more consistency in the quality of education between school districts and states. In addition, half of those polled believe the standards will improve the quality of education in their community schools. However, 40 percent responded that the standards would not have any effect on education. The positive findings are encouraging, but the need remains high to increase public awareness and understanding of the standards. [Read the full report and findings.](#)

State education agency staff may log on to CCSSO's state collaborative site, [spaces.ccsso.org](http://spaces.ccsso.org), for communications resources, including the CCSS toolkit and customizable, audience-specific brochures. States are also encouraged to partner with parent, community, and business groups to increase awareness about the standards.

## **PRINCIPAL SUPPORTS**

### **NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS (NASSP) COMMON CORE RESOURCES**

NASSP has a [number of resources](#) to help school leaders as they work to meet the challenge of implementing the standards, including a webinar series, articles, a library of Common Core digital publications and newsletters, and a blog on the principals and the Common Core.

Creator: National Association of Secondary School Principals

Contact: [Mel Riddile](#), Associate Director for High School Services, NASSP

## **RELATED PUBLICATIONS**

### **ASCD EDUCATION LEADERSHIP ARTICLE: THE COMMON CORE STANDARDS: STARTING NOW**

[The Common Core Standards: Starting Now](#), featured in ASCD's Education Leadership Journal in January 2013, provides guidance on beginning Common Core implementation to principals and district superintendents in a time of competing priorities and tight budgets. Authors David Liben and Meredith Liben, noted literacy experts, consulted with the writers of the Common Core State Standards for ELA/Literacy, and are senior consultants to Student Achievement Partners.

### **ASCD EDUCATION LEADERSHIP ARTICLE: MAKING THE SHIFTS**

[Making the Shifts](#), featured in ASCD's Education Leadership Journal in January 2013, provides guidance on the instructional shifts in English language arts/literacy and mathematics that impact professional development, assessment design, and curriculum choices. When educators focus on three core shifts in English language arts and literacy, the expectations for teaching and learning will be clear, consistent, and tightly aligned to the goals of the standards. The author, Sandra Alberti, is the Director of State and District Partnerships and Professional Development for Student Achievement Partners.

# Common Core State Standards: Implementation Tools And Resources



## **ASCD REPORT: FULFILLING THE PROMISE OF THE COMMON CORE STATE STANDARDS: MOVING FROM ADOPTION TO IMPLEMENTATION TO SUSTAINABILITY**

[Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability](#) outlines illuminating activities educators and policymakers at all levels can take on to successfully implement the Common Core State Standards. The recommendations in the report are derived from data gathered from field work, surveys, and educator summits hosted by ASCD and CCSSO in Arkansas, Colorado, North Carolina, and Utah.

ASCD has made a number of key recommendations to education leaders that will help them successfully implement the Common Core State Standards in their school systems. These recommendations include:

- Transforming principals into instructional leaders;
- Listening to educators about their professional learning needs;
- Adopting technology for teaching and learning;
- Aligning initiatives into comprehensive reforms;
- Making sure educators deeply understand the standards and the key instructional shifts they require; and
- Vetting instructional resources for quality and alignment with the standards.

## **LEARNING FORWARD BRIEF SERIES ON PROFESSIONAL LEARNING AND COMMON CORE**

These briefs are offered as part of [Learning Forward](#)'s initiative Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core, which is supported in part by the Sandler Foundation, the Bill & Melinda Gates Foundation, and MetLife Foundation.

### **[Meet the Promise of the Content Standards: Professional Learning Required](#)**

This brief focuses on the critical role that professional learning plays in implementing content standards. The brief outlines a vision for educators supported through high-quality professional learning, describes elements of effective professional learning, and provides recommendations for educators to take action at the federal, state, system, school, and individual level.

### **[Meet the Promise of the Content Standards: Investing in Professional Learning](#)**

The second brief details the critical attributes of professional learning necessary to achieve the vision of CCSS, and addresses the need for long-term national and state commitment and investment to achieve that vision.

# Common Core State Standards: Implementation Tools And Resources



The brief addresses to the urgent need for schools, districts, states, regional and national education agencies, and education vendors to change the allocation and application of professional learning resources. It also recommends new investments for states, districts, and school leaders to make in professional learning.

## **PUTTING A PRICE TAG ON THE COMMON CORE: HOW MUCH WILL SMART IMPLEMENTATION COST?**

[\*Putting a Price Tag on the Common Core: How Much Will Smart Implementation Cost\*](#) by the Thomas B. Fordham Institute estimates the implementation cost for each of the forty-five states and the District of Columbia that have adopted the Common Core State Standards. The report shows that costs naturally depend on how states approach implementation. Authors Patrick J. Murphy of the University of San Francisco and Elliot Regenstein of EducationCounsel, LLC illustrate this with three implementation models: business as usual, bare bones, and balanced implementation. The report examines the tradeoffs associated with each implementation strategy and estimates the cost of all three approaches for every state that has adopted the Common Core.

## **REALIZING THE POTENTIAL: HOW GOVERNORS CAN LEAD EFFECTIVE IMPLEMENTATION OF THE COMMON CORE STATE STANDARDS**

This [report](#) by National Governors Association (NGA), released in October 2011, provides governors and other state policymakers guidance on transitioning their school systems to the Common Core State Standards.

## **PARTNERING FOR STUDENT SUCCESS: HOW STATES AND DISTRICTS COLLABORATE TO INNOVATE**

This [report](#) by the U.S. Education Delivery Institute provides case studies of promising practices where state education leaders are maximizing the impact of their efforts by creating strong, collaborative relationships with school leaders throughout their states.

# Common Core State Standards: Implementation Tools And Resources



## MATHEMATICS COMMON CORE RESOURCES

### **K-8 PUBLISHERS' CRITERIA FOR COMMON CORE STATE STANDARDS FOR MATHEMATICS**

The [Publishers' Criteria for Common Core State Standards for Mathematics](#) were developed by the lead authors of the standards to guide publishers and curriculum developers as they work to develop mathematics materials aligned with the Common Core State Standards for grades K-8. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the mathematics standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.

**Creator:** CCSS lead writers

**Contact:** [CCSSO](#)

CCSSO, the National Governors Association, the National Association of State Boards of Education, Achieve, and the Council of Great City Schools cohosted two webinars in October 2012 on the Math Publishers' Criteria developed by Student Achievement Partners: one for state and district curriculum leaders, education policymakers, and one for publishers. Jason Zimba, a lead math standards writer and a co-developer of the Publishers' Criteria, and Beth Cocuzza, Director of Mathematics for Student Achievement Partners, walked participants through the criteria and discussed the recommended uses of this document.

- [Recording of webinar for educators and policy-makers](#)
- [Recording of webinar for publishers](#)

### **ILLUSTRATIVE MATHEMATICS**

The [Illustrative Mathematics Project](#) provides guidance to the work of teachers, states, assessment consortia, and testing companies by illustrating the range and types of mathematical work that students will experience in a faithful implementation of the standards.

**Creator/Lead Author:** Bill McCallum, lead math standards writer, Kristin Umland, University of New Mexico and Linda Plattner, Executive Director, Illustrative Mathematics

**Status:** New tasks added weekly, currently approximately 600 published tasks at all grade levels

### **PROGRESSIONS DOCUMENTS FOR THE COMMON CORE MATH STANDARDS**

Mathematical progressions, which are narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development

# Common Core State Standards: Implementation Tools And Resources



and by the logical structure of mathematics, provided the original foundation for writing the standards. The math Common Core writing team is currently finalizing and publishing these documents. [Drafts of the progressions developed to date are posted to the web site.](#)

**Creator/Lead Author:** Bill McCallum, Jason Zimba, Phil Daro, lead math standards writers

**Timeline:** Under development, drafts available for review

## **ACHIEVETHECORE.ORG**

Student Achievement Partners recently launched [AchievetheCore.org](http://AchievetheCore.org) a website to share free, open-source resources to support Common Core implementation at the classroom, district, and state level: [www.achievethecore.org](http://www.achievethecore.org). The mathematics resources on the web site include information on the key instructional shifts for math and guidance for focusing math instruction.

## **CLASSROOM EXAMPLES AND TOOLS FOR MATHEMATICS INSTRUCTION**

[Inside Mathematics](#) is a professional resource for educators featuring classroom video examples that illustrate the math practice standards, and videos of exemplary lessons integrating multiple math practices. In addition, Common Core-aligned tasks, searchable either by grade level or content area, are available on the site. Four new classroom videos of “[Number Talks](#)” show students engaged in mental math exercises and conversations about math, including one from a bilingual Spanish-English classroom.

## **MATH COMMON CORE COALITION**

The [Mathematics Common Core Coalition](#) works to provide expertise and advice on issues related to the effective implementation of the Common Core State Standards for School Mathematics (CCSSM). The site includes material or links to information and resources about the CCSSM.

**Coalition Members:** the National Council of Teachers of Mathematics (NCTM), the National Council of Supervisors of Mathematics (NCSM), the Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics (ASSM), the Council of Chief State School Officers (CCSSO), the National Governors Association (NGA), the SMARTER Balanced Assessment Consortium, and the Partnership for the Assessment of Readiness for College and Careers (PARCC).

**Timeline:** Resources added on an ongoing basis. To suggest resources to add to the site, contact [CCSSO](#).

## **COMMON CORE MATH BLOG BY BILL MCCALLUM, A LEAD WRITER OF THE CCSSM**

Math Common Core lead writer Bill McCallum writes [a blog](#) of implementation projects related to Common Core mathematics implementation. This blog also includes a forum section with responses to questions about the content of the standards from educators. Any registered user who posts a question in the forum will be answered.

# Common Core State Standards: Implementation Tools And Resources



## **SAMPLE SCOPE AND SEQUENCE DOCUMENTS**

The Charles A. Dana Center has developed a [Mathematics Common Core Toolbox](#) consisting of implementation resources for educators. One set of Dana Center resources are sample math scope and sequence documents for grades K-8 as well as for Algebra I, Geometry, and Algebra II. These documents present a perspective of how the concepts and skills described in the Common Core State Standards for Mathematics might be developed across the course of a school year. The resources are intended as a starting point for districts as they begin to design their own courses. These documents were developed in advance of the release of assessment frameworks from PARCC and Smarter Balanced.

**Status:** Revisions to these sample scope and sequences, informed by the assessment frameworks, will be posted once the frameworks are finalized.

**Creator:** Charles A. Dana Center at the University of Texas at Austin with Agile Mind

**Contact:** [Kathi Cook](#) or [Brian Newsom](#)

## **RELATED INFORMATION AND PUBLICATIONS**

### **CCSSO WEBINAR: MATHEMATICS COMMON CORE STANDARDS AND THE CONCEPT OF FOCUS**

On April 30, 2012, CCSSO hosted [a webinar on the Common Core mathematics](#), featuring Ellen Whitesides, advisor for the Math SCASS. The webinar included a presentation on the concept of focus in the Math standards, the work of the Math SCASS, and information on the Illustrative Mathematics Project.

### **CCSSO WEBINAR: COMMON CORE STATE STANDARDS FOR MATHEMATICS: SHIFTS AND IMPLICATIONS FOR INSTRUCTION**

On March 29, 2012, CCSSO hosted [a webinar](#), supported by the Kansas EAG State Consortium project, titled "Common Core State Standards for Mathematics: Shifts and Implications for Instruction". Presenter Beth Cocuzza, of Student Achievement Partners, is a New Jersey mathematics educator and curriculum expert.

### **RESEARCH: COMMON CORE MATH STANDARDS IMPLEMENTATION CAN LEAD TO IMPROVED STUDENT ACHIEVEMENT**

In May 2012, Prof. William Schmidt of Michigan State University released [key conclusions from his research](#) detailing how the Common Core State Standards (CCSS) for mathematics can potentially improve the performance of U.S. students if implemented appropriately. In an event co-sponsored by Achieve, Chiefs for Change, and the Foundation for Excellence in Education, Dr. Schmidt presented a briefing on his work: *Common Core State Standards Math: The Relationship Between High Standards, Systemic Implementation and Student Achievement*. Dr. Schmidt also [wrote a July 2012 commentary in Education Week](#) that summarizes this research.

The [final research](#) was published in the peer-reviewed academic journal Education Researcher on the relationship of the Common Core State Standards in Mathematics (CCSSM)

## Common Core State Standards: Implementation Tools And Resources



to student achievement. The article abstract explains that the researchers built on techniques developed for the Third International Mathematics and Science Study (TIMSS) to examine the degree of similarity between CCSSM and the standards of the highest-achieving nations on the 1995 and the 2009 TIMSS. Schmidt and Houang found a very high degree of similarity between CCSSM and the standards of the highest-achieving nations on the 1995 TIMSS. However, a similar analysis revealed wide variation in the proximity of state standards in effect in 2009 to the CCSSM. The researchers also assessed the relationship between the proximity of a state's standards to the CCSSM and performance on the 2009 National Assessment of Educational Progress (NAEP). After adjusting for cut-points on state assessments and controlling for state demographics related to socioeconomic status and poverty, they found that states with standards more like the CCSSM, on average, had higher NAEP scores.

# Common Core State Standards: Implementation Tools And Resources



## ENGLISH LANGUAGE ARTS/LITERACY (ELA) COMMON CORE RESOURCES

### PUBLISHERS' CRITERIA FOR THE COMMON CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND LITERACY

The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the CCSS to guide publishers and curriculum developers as they work to develop reading materials aligned with the Common Core State Standards for grades K-2 and grades 3-12. The criteria encourage developers and publishers to be strategic about what to include and what to exclude in instructional materials. By underscoring the most significant elements of the literacy standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract from, or are at odds with the CCSS. These guidelines are not intended to dictate classroom practice, but rather are meant to ensure publishers and curriculum developers provide teachers with effective tools.

[Publishers' Criteria for K-2](#) (Revised May 16, 2012)

[Publishers' Criteria for 3-12](#) (Revised April 12, 2012)

**Creators/Lead Authors:** Sue Pimentel and David Coleman, lead CCSS ELA standards writers

**Contact:** [CCSSO](#)

### SUPPLEMENTAL RESEARCH TO APPENDIX A OF COMMON CORE STATE STANDARDS ON TEXT COMPLEXITY

As a result of new research on the quantitative dimensions of text complexity published since the standards' release, CCSSO and NGA developed [a supplement to Appendix A of the Common Core Standards](#) that is posted on [www.corestandards.org](http://www.corestandards.org). This research expands upon the three-part text complexity model outlined in Appendix A of the CCSS in ELA/Literacy that blends quantitative and qualitative measures of text complexity with reader and task considerations. The supplement contains an updated chart of text complexity grade bands and associated ranges for six quantitative computer programs that measure text complexity. It also presents new field-tested tools for helping educators assess the qualitative features of text complexity.

**Contact:** [CCSSO](#)

### ACHIEVETHECORE.ORG

Student Achievement Partners recently launched [AchievetheCore.org](http://AchievetheCore.org) to share free, open-source resources to support Common Core implementation at the classroom, district, and state level: [www.achievethecore.org](http://www.achievethecore.org). Resources currently available include the most recent edition of the English Language Arts (ELA) Publishers' Criteria, and guides to writing text dependent questions. Additional resources will be added as they are finalized.

# Common Core State Standards: Implementation Tools And Resources



## **BASAL ALIGNMENT PROJECT**

The Council of the Great City Schools and Student Achievement Partners (SAP) developed a free, online resource bank, known as the Basal Alignment Project, of standards-aligned materials and questions that teachers and administrators can use in conjunction with their current curriculum while new instructional products are being developed. These organizations have convened literacy educators from states across the country to write the materials. Website registration is required to access the dozens of freely-available, revised questions and tasks for widely used 3rd-5th grade texts in basal reading series. [Sign up on Edmodo](#) by using the code "etuyrm" to join the BAP group.

Contact: [Robin Hall, Council of Great City Schools](#)

## **RELATED INFORMATION AND PUBLICATIONS**

### **CCSSO WEBINAR ON TEXT COMPLEXITY**

The recording of the January 26, 2012 webinar on text complexity and the accompanying materials are [available online](#). The webinar, which focused on tools and resources to support teachers and districts on text complexity, featured Sue Pimentel, a leader on the Common Core State Standards English language arts writing committee, as well as representatives from the Kansas and Louisiana Departments of Education.

### **CCSSO WEBINAR: LANGUAGE ARTS INSTRUCTIONAL STRATEGIES FOR SPECIAL EDUCATION AND ALL TEACHERS**

On April 10, CCSSO hosted [a webinar](#), supported by the Kansas EAG State Consortium project, titled "Language Arts Instructional Strategies for Special Education Teachers and All Teachers". Presenter Lisa Campbell, ELA and special education specialist and professional development leader of Hamilton County, Ohio, focused on critical changes in methods and content of instruction in language arts in the elementary grades under the Common Core Standards that teachers will need to incorporate into their instruction and curriculum.

### **CCSSO WEBINAR: THE COMMON CORE STATE STANDARDS FOR ELA: SHIFTS AND IMPLICATIONS FOR INSTRUCTION**

On April 12, CCSSO hosted [a webinar](#), supported by the Kansas EAG State Consortium project, titled "The Common Core State Standards for English Language Arts: Shifts and Implications for ELA Instruction". Presenters Meredith and David Liben, ELA instructional specialists and professional development leaders, work with Student Achievement Partners, a nonprofit organization founded by three of the contributing authors of the Common Core State Standards that assembles educators and researchers to design actions based on evidence to improve student achievement. The webinar includes discussion led by Sandra Warren, ASES SCASS adviser, and Kris Shaw, ELA specialist in Kansas State Department of Education.

# Common Core State Standards: Implementation Tools And Resources



## **INTERNATIONAL READING ASSOCIATION STATEMENT PROVIDING LITERACY IMPLEMENTATION GUIDANCE FOR THE ELA COMMON CORE**

The International Reading Association has issued [guidance on seven issues](#) that have proven challenging to teachers, principals, administrators, and others who are charged with implementing the Common Core State Standards (CCSS) for English Language Arts. The discussion around each of the seven areas – the use of challenging texts, the foundational skills in the standards, comprehension, vocabulary, writing, disciplinary literacy, and diverse learners – is accompanied by recommendations on how to implement these aspects of the standards.

## **ASPEN INSTITUTE PRIMER ON CLOSE READING OF TEXT**

In October 2012, the Aspen Institute released "[Implementing the Common Core State Standards: A Primer on "Close Reading of Text"](#)". To assist teachers in understanding and employing a Close Reading technique, the primer addresses three key questions:

- What is "Close Reading" of text, and what are its essential attributes? How, and for what purposes, should teachers employ this strategy?
- What is the role of background knowledge in the development of reading comprehension, and when should teachers activate and/or provide background knowledge?
- What should teachers and district leaders consider about Close Reading as they prepare to implement it in practice?

## **ASCD *Educational Leadership* article: The Common Core Ate My Baby and Other Urban Legends**

[The Common Core Ate My Baby and Other Urban Legends](#), authored by literacy expert Timothy Shanahan and featured in *Educational Leadership*, dispels five myths about the new ELA standards and show what the standards really entail.

# Common Core State Standards: Implementation Tools And Resources



## CONNECTING CAREER AND TECHNICAL EDUCATION TO THE COMMON CORE

### **COMMON CORE STANDARDS AND CAREER TECHNICAL EDUCATION CLASSROOM TASKS**

Achieve and the National Association of State Directors of Career Technical Education, jointly piloted a process where educators evaluated, modified, and/or developed [instructional tasks](#) that demonstrate how Career Technical Education (CTE) content can be leveraged throughout high school mathematics. The [tasks](#) were developed by high school and postsecondary mathematics and CTE educators, and validated by content experts in the Common Core State Standards in mathematics and the National Career Clusters Knowledge & Skills Statements. They were developed to demonstrate how the Common Core and CTE Knowledge & Skills Statements can be integrated into classroom learning, and to provide classroom teachers with a truly authentic task for either mathematics or CTE courses.

### **COMMON CORE STATE STANDARDS & CAREER AND TECHNICAL EDUCATION: BRIDGING THE DIVIDE BETWEEN COLLEGE AND CAREER READINESS**

In May 2012, Achieve released a brief, [Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness](#) which outlines a set of eight strategies state and district leaders can leverage to ensure the implementation of Common Core State Standards engages, informs, and benefits from the career and technical education (CTE) community. The paper was prepared for Achieve by Hans Meeder and Thom Suddreth of the Meeder Consulting Group, with the Association for Career and Technical Education and the National Association of State Directors of Career Technical Education Consortium.

# Common Core State Standards: Implementation Tools And Resources



## CONNECTING ENGLISH LANGUAGE LEARNERS TO THE COMMON CORE

### **ENGLISH LANGUAGE PROFICIENCY DEVELOPMENT FRAMEWORK**

The [English Language Proficiency Development \(ELPD\) framework](#), published in September 2012, outlines the underlying English language practices and uses found in the CCSS and the NGSS; communicates to ELL stakeholders the language skills that all ELLs must acquire in order to successfully engage the CCSS and NGSS; and sketches out a procedure by which to evaluate the degree of alignment present between the framework (that corresponds to the language demands of the CCSS and NGSS) and ELP standards.

To assist states and interested stakeholders in using the framework, CCSSO hosted a four-part webinar series on this publication. The first webinar oriented participants to the framework and its uses. The subsequent webinars focused on the key practices in each subject area – English language arts, mathematics, and science—as described by their respective standards, as well as the features of discipline-specific language used by teachers and students while engaged in the learning of these key practices. Links to listen to the archived webinars are listed below.

- [Overview](#)
- [Mathematics](#)
- [English Language Arts](#)
- [Science](#)

**Creator:** [CCSSO](#)

### **UNDERSTANDING LANGUAGE PROJECT AT STANFORD UNIVERSITY**

[Understanding Language Project at Stanford University](#) aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards. Language-rich performance expectations such as obtaining, evaluating, and communicating information; articulating and building on ideas; constructing explanations; and engaging in argument from evidence permeate the Common Core State Standards. Resources available on the website include:

- A set of commissioned papers focusing on the shifts, challenges, and opportunities found in the new Standards. These papers offer strategic analyses of the language demands and opportunities contained in the new Standards. They also offer guidance on implementation in areas such as assessment and teacher professional development
- An instructional unit aligned to the Common Core ELA, which was created to exemplify effective strategies for helping ELLs to take advantage of the linguistic opportunities in

# Common Core State Standards: Implementation Tools And Resources



the Common Core ELA. It includes more than 230 pages of resources, complete with full student handouts.

The Project plans to publish additional resources in ELA and Math.

## **COLORÍN COLORADO**

The [Colorín Colorado site](#) is a partnership between AFT and WETA that aggregates and displays unique resources on Common Core for English as a second language (ESL) teachers, including videos of teachers in Albuquerque, New Mexico collaborating on CCSS instruction for ELLs.

Contact: [Colorín Colorado](#)

## **RELATED PUBLICATIONS**

### **THE ROLE OF LANGUAGE AND LITERACY IN COLLEGE- AND CAREER-READY STANDARDS: RETHINKING POLICY AND PRACTICE IN SUPPORT OF ENGLISH LANGUAGE LEARNERS**

October 2012 the Alliance for Excellent Education released [The Role of Language and Literacy in College- and Career-Ready Standards: Rethinking Policy and Practice in Support of English Language Learners](#) which discusses the role of language and literacy in college- and career-ready standards for English Language Learners (ELLs). The Common Core State Standards (CCSS) offer great promise for advancing the quality of education and outcomes for all students, but meeting the higher expectations associated with them could prove especially daunting for the rapidly growing population of ELLs—students who must learn grade-level content while simultaneously trying to master the English language. This report discusses these challenges, highlights initiatives already underway to help ELLs meet these challenges, and outlines how policy and practice must change to help ELLs graduate ready for college and a career.

# Common Core State Standards: Implementation Tools And Resources



## CONNECTING STUDENTS WITH DISABILITIES TO THE COMMON CORE

### **CCSSO WEBINAR: LANGUAGE ARTS INSTRUCTIONAL STRATEGIES FOR SPECIAL EDUCATION AND ALL TEACHERS**

On April 10, 2012 CCSSO hosted [a webinar](#), supported by the Kansas EAG State Consortium project, titled "Language Arts Instructional Strategies for Special Education Teachers and All Teachers". Presenter Lisa Campbell, ELA and special education specialist and professional development leader of Hamilton County, Ohio, focused on critical changes in methods and content of instruction in language arts in the elementary grades under the Common Core Standards that teachers will need to incorporate into their instruction and curriculum.

### **CCSSO WEBINAR: TRANSITION TO THE CCSS FOR TEACHERS OF STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

On April 16, 2012 CCSSO hosted [a webinar](#), supported by the Kansas EAG State Consortium project, titled "Transition to the CCSS for Teachers of Students with Significant Cognitive Disabilities". Presenter Karen Erickson, a special education expert at the University of North Carolina - Chapel Hill, focused on important transitions in instructional approach for teachers of students with significant cognitive disabilities.

### **CCSSO WEBINAR: OVERVIEW OF THE 1% ASSESSMENT CONSORTIA**

On July 10, 2012 CCSSO hosted [a webinar](#) to provide an overview of the two assessment consortia funded to design assessment systems aligned to the Common Core for students with the most significant cognitive disabilities, Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These new alternate assessments are expected to fit cohesively within the comprehensive assessment systems under development by the Partnership for Assessment Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). Both DLM and NCSC will be ready for use by the 2014-15 school year. Rachel Quenemoen (NCSC) and Neal Kingston (DLM) discussed similarities and differences between the consortia and how their work connects to the Common Core, which was followed by Q&A with the audience.

# Common Core State Standards: Implementation Tools And Resources



## **NSTTAC COMMON CORE TRANSITION THINK TANK**

The [National Secondary Transition Technical Assistance Center](#), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), has developed a list of example transition skills that are aligned to the Common Core State Standards.

- [English Language Arts](#)
- [Mathematics](#)

**Contact:** [NSTTAC](#)

# Common Core State Standards: Implementation Tools And Resources



## DEFINING COLLEGE AND CAREER READINESS

### **BUILDING BLOCKS FOR CHANGE: WHAT IT MEANS TO BE CAREER READY**

The Career Readiness Partner Council, a broad-based coalition of education, policy, business and philanthropic organizations that strives to forward a more comprehensive vision for what it means to be career ready, issued [a statement](#) in October 2012 around its vision for career readiness. CCSSO is a member organization of the Career Readiness Partner Council and is one of the listed supporters of the statement.

### **NATIONAL HIGH SCHOOL CENTER COLLEGE AND CAREER READINESS WEBINAR SERIES (JUNE 2012)**

In June 2012, the National High School Center hosted a series of [webinars](#) on [college and career readiness](#) (CCR). Nationally-recognized experts and practitioners in the field of college and career readiness shared their perspectives on defining and actualizing college and career readiness for all students. Topics included:

- The Complexity of College and Career Readiness
- College and Career Readiness and Linked Learning
- College and Career Readiness and Students with Disabilities
- Aligning Resources, Structures, and Supports for Actualizing College and Career Readiness

### **EDUCATIONAL POLICY IMPROVEMENT CENTER'S DEFINITION OF COLLEGE AND CAREER READINESS**

Dr. David Conley, founder of EPIC, has developed [a definition of college and career readiness](#), which is available on the center's [website](#). Dr. Conley presented on this topic to CCSSO's Implementing the Common Core Standards (ICCS) state collaborative in December 2011. Additional presentations and resources about college and career readiness are available on EPIC's website.

**Contact:** [EPIC](#)

# Common Core State Standards: Implementation Tools And Resources



## **THE 2012 50-STATE ACHIEVE REPORT ON COLLEGE AND CAREER READINESS**

In September 2012, Achieve released its seventh annual ["Closing the Expectations Gap" report](#), which surveys all 50 states and the District of Columbia on standards, graduation requirements, assessments, and accountability systems aligned to college- and- career- ready expectations.

The key findings regarding standards and assessments include:

- All 50 states and the District of Columbia have adopted standards aligned to the expectations of college and careers. 46 states and DC have adopted the Common Core State Standards, while four have state-developed CCR standards; and
- 18 states administer college- and career-ready high school assessments capable of producing a readiness score that postsecondary institutions use to make placement decisions. It is expected that 44 states and the District of Columbia participating in one or both Race to the Top assessment consortia will meet this criteria when the next generation assessments are administered for the first time in 2014-2015.

# Common Core State Standards: Implementation Tools And Resources



## ASSESSMENT CONSORTIA INFORMATION

### **GENERAL ASSESSMENT CONSORTIA**

Two state-led consortia – the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for the Assessment of Readiness for College and Careers (PARCC) – are currently developing the assessments that will test students on the new standards beginning in the 2014-2015 school year. You can sign up for updates on their work through their web sites:

[Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#)

[Smarter Balanced Assessment Consortium \(Smarter Balanced\)](#)

Each consortium has released model content frameworks in ELA and Math and posted them on their respective websites:

[PARCC Model Content Frameworks](#)

[Smarter Balanced Content Specifications](#)

In addition, sample assessment items are available for the public to view through the consortia's websites:

[PARCC Item and Task Prototypes](#)

[Smarter Balanced Sample Items and Performance Tasks](#)

CCSSO, in conjunction with the two consortia, hosted two webinars on the sample items, one for ELA and one for math, that featured the 2012 National Teacher of the Year and the winner of 2012 Ohio Council of Teachers of Mathematics Elementary Teaching Award. The two teachers discussed their reactions to the new assessment items, and gave guidance to fellow teachers about the Common Core State Standards and accompanying assessments that students and teachers will be experiencing soon.

[ELA Webinar with Rebecca Mieliwocki, 2012 National Teacher of the Year](#)

[Math Webinar with Jim Mamer, winner of 2012 Ohio Council of Teachers of Mathematics Elementary Teaching Award](#)

### **ALTERNATE ASSESSMENT CONSORTIA**

Two state-led consortia are developing Common Core assessments for students with the most significant cognitive disabilities, which is about 1% of the student population:

[Dynamic Learning Maps](#)

[National Center and State Collaborative](#)

# Common Core State Standards: Implementation Tools And Resources



## **ELP ASSESSMENT CONSORTIUM**

One state-led consortium is developing an English language proficiency (ELP) assessment corresponding to the Common Core State Standards:

[ASSETS: Assessment Services Supporting ELs through Technology Systems](#)  
[English Language Proficiency Assessment for the 21st Century \(ELPA21\)](#)

## **RELATED RESOURCES AND PUBLICATIONS**

### **CCSSO WEBINAR: OVERVIEW OF THE 1% ASSESSMENT CONSORTIA**

In July 2012, CCSSO hosted [a webinar](#) to provide an overview of the two assessment consortia funded to design assessment systems aligned to the Common Core for students with the most significant cognitive disabilities: Dynamic Learning Maps (DLM) and the National Center and State Collaborative (NCSC) Partnership. These new alternate assessments are expected to fit cohesively within the comprehensive assessment systems under development by the Partnership for Assessment Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). Both DLM and NCSC will be ready for use by the 2014-15 school year, the same year in which the comprehensive assessment systems will be operational. Rachel Quenemoen (NCSC) and Neal Kingston (DLM) discussed similarities and differences between the consortia and how their work connects to the Common Core, which was followed by Q&A with the audience.

### **PUBLICATION: COMING TOGETHER TO RAISE ACHIEVEMENT: NEW ASSESSMENTS FOR THE COMMON CORE STATE STANDARDS (Updated September 2012)**

This guide, [Coming Together to Raise Achievement: New Assessments for the Common Core State Standards](#), published by the K-12 Center at ETS, provides information about the designs, work, and timelines for each of the five assessment consortia. It also includes advice from educators about what teachers and schools can do now to start the transition to the Common Core State Standards, an annotated list of helpful websites and online resources, and an explanation of evidence-centered design, the process being used to develop the new assessments, and its benefits.

### **PUBLICATION: DECEMBER 2011 REPORT FROM THE NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS (NCHEMS)**

This guide [December 2011 report from the National Center for Higher Education Management Systems \(NCHEMS\)](#), identifies the conditions that can help build consensus between state K-12 and postsecondary systems on policy issues. It specifically makes recommendations for meaningful involvement by higher education in the implementation of the Common Core State Standards and assessments by identifying criteria that reflect a state's capacity for alignment

# Common Core State Standards: Implementation Tools And Resources



between K-12 and higher education, as well as the hallmarks of what meaningful higher education involvement looks like.