

## New Core Standards

In June of 2009, as a critical part of its *Promises to Keep* efforts, the State Board voted to participate in the development of new Common Core State Standards in Reading/Language Arts and Mathematics. As you may know, the development of Common Core State Standards was a **state-led initiative**, not one led by the federal government; thus, the standards are Common Core State Standards, not national standards. The decision for Utah to participate in the development of CCSS came before the *Race to the Top* initiative.

*When the CCSS were completed in June of 2010, the State Board adopted them based on the quality of the standards, the opportunity to have nationally and internationally benchmarked standards, and with confidence that the more rigorous CCSS will improve literacy and mathematics instruction across the state.*

The Common Core State Standards will be phased in, with full implementation in the 2014-2015 school year. Please contact your district/charter for concise information on their timeline.



250 East 500 South  
PO Box 144200  
Salt Lake City, Utah 84114-4200

For more information please visit  
<http://schools.utah.gov/core/>

# The New Common Core Standards

The Common Core State Standards (CCSS) initiative is a voluntary, state-led effort to establish a shared set of clear, educational standards for English/Language Arts and Mathematics. They are not national or federally mandated standards! The development of the standards was coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. They were developed using research results and the highest state standards across the country and globe.

## Why do we need a common core?

Common core state standards will help us ensure students are receiving a high quality education consistently from school to school and from state to state. Currently, students are measured against a moving target. Materials and resources for teachers have been based on standards from states with big buying power. Adoption of the common core standards will help us develop and provide high quality curriculum and courses.

We need rigorous post-secondary and career ready standards. Data shows that students need literacy and numeracy skills that will help them be ready to compete in the emerging global marketplace. This expectation is just as important for young people who enroll in occupational certificate programs after high school; success in these programs and in on-the-job training requires the skills and knowledge embedded in the core standards.

## Strengths of the New Core

The common core state standards:

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content, essential academic skills and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.
- Are voluntary, not federally mandated!!!!

## Language Arts in the Common Core

The Common Core State Standards for English/Language Arts focus on literacy in **English, Social Studies, Science, and Technical**



**Subjects.** They are designed to ensure that all students are college and career ready in literacy no later than the end of high school. The K-12 Language Arts standards progress from kindergarten through twelfth grade to meet this goal.

## Mathematics in the Common Core

The structure of the new math standards are in line with that of countries with high mathematics achievement. Thus, this is a transition to “world-class” mathematics instruction for Utah.

The new standards better prepare all students for post-secondary work and college and career readiness as they graduate from high school. By studying topics more in depth and by examining the interrelationships among mathematics concepts, students will be better prepared for the ever increasing quantitative skills needed for our rapidly advancing technical economy. The new core’s structure allows students more flexibility to accelerate or slow down their mathematics learning as they progress through their secondary education.

---