TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent and Chief of Staff
Connie Wise, Assistant Superintendent
Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Items: Rules for Adoption – Emergency Amendments to Part 1 (Public Schools Evaluation, Recognition and Supervision); Rules for Initial Review – Proposed Amendments to Part 1
Materials: Recommended Rules
Additional Information on Common Core Standards Initiative
Contacts: Susie Morrison

Purpose of Agenda Item
The purposes of this agenda item are to present the emergency amendments to Part 1 for adoption and to present a concurrent set of ordinary amendments for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
The emergency and proposed amendments relate to Goal 1 in that they replace the current Illinois Learning Standards for English Language Arts and Mathematics with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and Common Core State Standards in Mathematics. These standards are research- and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked.

Expected Outcome of Agenda Item
The Board will be asked to adopt two motions, one adopting the emergency amendments and the other authorizing the solicitation of public comment on the proposed amendments.

Background Information
In 1985, the State Board of Education first defined expectations for student learning relative to the fundamental learning areas, initially as the State Goals for Learning and then expanding on that work in 1997 in its adoption of the Illinois Learning Standards (ILS). In the last several years, the agency and others recognized that the ILS no longer adequately addressed the knowledge and skills that students must have in order to be successful in college and their careers. In response, the agency in October 2008 formed a partnership with the Illinois Board of Higher Education, Illinois Community College Board, Office of the Governor, and the Illinois Business Roundtable and joined 33 states in the American Diploma Project (ADP). This effort involved both an external and internal review of the ILS for English Language Arts and Mathematics. Teams of secondary and postsecondary educators compared the ILS in these
areas to the ADP exemplary standards in order to clarify what it means to best prepare students to succeed in college.

As this work was under way, Illinois joined the Common Core State Standards Initiative, a project led by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, ACT, and the College Board. The initiative's charge was the development of internationally benchmarked standards in English language arts and mathematics. Illinois' membership in the Common Core State Standards Initiative built off of the State's participation in the ADP, which has helped promote support and awareness for the State's revision of the standards through the common core initiative.

The common core initiative involves 48 states, two territories, and the District of Columbia. Representatives from participating states, a wide range of educators, content experts, researchers, national organizations, and community groups worked with CCSSO and the NGA Center to develop the standards. In Illinois, the core content teams initially formed to examine the ILS worked with representatives of institutions of higher education to review and revise the draft of the common core standards and discuss their relevance to college and career readiness. Through this work, Illinois educators have had the opportunity to offer input into the draft standards and gain a better understanding of the knowledge and skills necessary for students to be "college and career ready".

With its participation in the Common Core State Standards Initiative, Illinois made a commitment to adopt the common core standards to serve as at least 85 percent of the State's standards for English language arts and mathematics. To fulfill this commitment, staff propose that the current State goals and standards for these learning areas, as set forth in Appendix D to Part 1, be replaced with the common core standards by incorporating them by reference into the rules.

The proposed amendments are being presented as emergency amendments, since the public interest is best served by Illinois' securing funding under the federal RTTT competitive grant program. Illinois is requesting $400 million for various school improvement and reform efforts, with a particular emphasis on the State's lowest performing districts and schools. Under RTTT, states that adopt the common core standards by August 2 will receive additional points in the proposal evaluation process. The ordinary rulemaking process requires a 45-day public comment period, which will prevent that agency from promulgating the standards by the RTTT deadline. Thus, it is critical that this rule be in effect as soon as possible.

A concurrent ordinary rulemaking is needed so that the common core standards will be in place when the 150-day effectiveness of the emergency amendments comes to an end. The ordinary rulemaking, which is identical to the proposed emergency amendments, will be published in the Illinois Register for public comment and once adopted, would replace the emergency amendments.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

**Policy Implications:** Illinois is in midst of a multi-year effort to realign the State educational system around college- and career-readiness. To this end, adoption of the common core will provide standards in kindergarten through grade 12 that are:

- Fewer, clearer and higher, to best drive executive policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
Inclusive of rigorous content and application of knowledge through higher-order skills, so that all students are prepared for the 21st century;
Benchmarked to international standards, so that all students are prepared for succeeding in a global economy and society; and
Research- and evidenced-based.

The participants in the common core initiative developed the standards using the following criteria:
- Alignment with expectations for college and career success;
- Clear, so that educators and parents know what they need to do to help students learn;
- Consistent across all states, so that students are not taught to a lower standard due to where they live;
- Inclusive of both content and the application of knowledge through higher-order skills;
- Built upon strengths and lessons of current state standards and standards of top-performing nations;
- Realistic, for effective use in the classroom;
- Informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society;
- Evidence- and research-based.

The common core standards for English language arts and math also include information on their application for English language learners and students with disabilities. Additionally, it is anticipated that these standards will provide opportunities for State Board staff to share experiences and best practices within Illinois and across other participating states that can lead to an improved ability for them to best serve these populations of students.

Further information about the Common Core State Standards Initiative follows the text of the emergency amendments.

Budget Implications: The agency will use a portion of the funding from the RTTT grant in the next two years to assist school districts, particularly persistently low-achieving districts, to:
- align curriculum to the Common Core State Standards;
- implement interim and formative assessments that measure student progress against common core expectations; and
- ensure their Response to Intervention (RtI) plans are aligned to the revised learning standards.

Curriculum alignment activities will include the development of learning targets and “pacing” to connect the common core standards to classroom instruction in each grade level; unit planning that aligns instructional plans to learning benchmarks; and the provision of training to teachers so that they can align the revised standards to instruction.

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
Revising the ILS to include the Common Core State Standards for English language arts and math will help assure that all students in Illinois have access to high-quality, rigorous curriculum designed to prepare them for success in college or the workplace. The Common Core
Standards update the 13-year-old ILS to reflect the knowledge and skills needed to compete globally.

Adopting the proposed amendments as an emergency rulemaking works to strengthen Illinois' application for funding under the RTTT initiative. The ability of educators and others to shape the final rules is preserved by the ordinary rulemaking process, which includes a 45-day public comment period. Failure to adopt the Common Core State Standards by August 2 has the potential to jeopardize the agency's chances of receiving federal funds under RTTT.

Superintendent's Recommendation
The Superintendent recommends that the State Board of Education adopt the following two motions:

**Motion #1**

The State Board of Education hereby adopts the emergency rulemaking for:

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

**Motion #2**

The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for:

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

Next Steps
With the Board's authorization, staff will file the emergency amendments with the Secretary of State so that they will go into effect. At the same time, staff will submit the proposed amendments for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent's message and the agency's website, will be used to inform interested parties of the opportunity to comment.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART I
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.76 Educator Certification System
1.80 Academic Early Warning and Watch Status
1.85 School and District Improvement Plans; Restructuring Plans
1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III
1.90 System of Rewards and Recognition – The Illinois Honor Roll
1.95 Appeals Procedure
1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

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1.210 Powers and Duties (Repealed)
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1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
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1.270 Book and Material Selection (Repealed)
1.280 Discipline
1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section
1.310 Administrative Qualifications and Responsibilities
1.320 Evaluation of Certified Staff in Contractual Continued Service
1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section
1.410 Determination of the Instructional Program
1.420 Basic Standards
1.430 Additional Criteria for Elementary Schools
1.440 Additional Criteria for High Schools
1.445 Required Course Substitute
1.450 Special Programs (Repealed)
1.460 Credit Earned Through Proficiency Examinations
1.462 Uniform Annual Consumer Education Proficiency Test
1.465 Ethnic School Foreign Language Credit and Program Approval
1.470 Adult and Continuing Education
1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section
1.510 Transportation
1.515 Training of School Bus Driver Instructors
1.520 School Food Services (Repealed)
1.530 Health Services
1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section
1.610 Personnel Required to be Qualified
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1.620 Accreditation of Staff (Repealed)
1.630 Noncertificated Personnel
1.640 Requirements for Different Certificates (Repealed)
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1.660 Records of Professional Personnel

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Section 1. Appendix D State Goals for Learning
The State Goals for Learning are broad statements of what students should know and be able to do as a result of their public education. The Illinois Learning Standards provide more specific definition of the essential knowledge and skills desired of Illinois students. The state assessment is designed to measure students' mastery of the Illinois Learning Standards, so that a clear connection will emerge between students' learning and the goals and standards of the State of Illinois.

**ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects" (2010) published by the Common Core State Standards Initiative and posted at http://www.corestandards.org/the-standards/english-language-arts-standards. No later amendments to or editions of these standards are incorporated by this Section.

**State Goal 1:** Read with understanding and fluency.

**Standards:**

- Apply word analysis and vocabulary skills to comprehend selections.
- Apply reading strategies to improve understanding and fluency.
- Comprehend a broad range of reading materials.

**State Goal 2:** Read and understand literature representative of various societies, eras and ideas.

**Standards:**

- Understand how literary elements and techniques are used to convey meaning.
- Read and interpret a variety of literary works.

**State Goal 3:** Write to communicate for a variety of purposes.

**Standards:**

- Use correct grammar, spelling, punctuation, capitalization and structure.
Compose well-organized and coherent writing for specific purposes and audiences.

Communicate ideas in writing to accomplish a variety of purposes.

State Goal 4: Listen and speak effectively in a variety of situations.

Standards:

Listen effectively in formal and informal situations:

Speak effectively using language appropriate to the situation and audience:

State Goal 5: Use the language arts to acquire, assess and communicate information.

Standards:

Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas:

Analyze and evaluate information acquired from various sources:

Apply acquired information, concepts and ideas to communicate in a variety of formats:

MATHEMATICS

There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative and posted at http://www.corestandards.org/the-standards/mathematics. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Standards:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings:
Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

Compute and estimate using mental mathematics, paper-and-pencil methods; calculators and computers.

Solve problems using comparison of quantities, ratios, proportions and percents.

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Standards:

- Measure and compare quantities using appropriate units, instruments and methods.
- Estimate measurements and determine acceptable levels of accuracy.
- Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

Standards:

- Describe numerical relationships using variables and patterns.
- Interpret and describe numerical relationships using tables, graphs and symbols.
- Solve problems using systems of numbers and their properties.
- Use algebraic concepts and procedures to represent and solve problems.

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Standards:
Demonstrate and apply geometric concepts involving points, lines, planes and space.

Identify, describe, classify and compare relationships using points, lines, planes and solids.

Construct convincing arguments and proofs to solve problems.

Use trigonometric ratios and circular functions to solve problems.

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Standards:

Organize, describe and make predictions from existing data.

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

Determine, describe and apply the probabilities of events.

SCIENCE

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:
Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations.

Understand election processes and responsibilities of citizens.
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Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues.

Understand the development of United States political ideas and traditions.

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers.

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems.

Understand Illinois, United States and world social history.

Understand Illinois, United States and world environmental history.
State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth’s physical systems.

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.
State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related fitness.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.


Standards:

Explain the basic principles of health promotion, illness prevention and safety.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.
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Explain the effects of health-related actions on the body systems.

Describe factors that affect growth and development.

State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

Apply decision-making skills related to the protection and promotion of individual health.

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

FINE ARTS

State Goal 25: Know the language of the arts.

Standards:

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

Understand processes, traditional tools and modern technologies used in the arts.

Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.
Standards:

Analyze how the arts function in history, society and everyday life.

Understand how the arts shape and reflect history, society and everyday life.

(Source: Amended at 34 Ill. Reg. _____, effective ___________)

TITLE 23: EDUCATION AND CULTURAL RESOURCES
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SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

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1.515  Training of School Bus Driver Instructors
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State Goal 2:— Read and understand literature representative of various societies, eras and ideas.

Standards:

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Read and interpret a variety of literary works.

State Goal 3:— Write to communicate for a variety of purposes.

Standards:

Use correct grammar, spelling, punctuation, capitalization and structure.
There are no State Goals for Learning in this area. The applicable standards shall be the "Common Core State Standards for Mathematics" (2010) published by the Common Core State Standards Initiative and posted at http://www.corestandards.org/the-standards/mathematics. No later amendments to or editions of these standards are incorporated by this Section.

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Standards:

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

Solve problems using comparison of quantities, ratios, proportions and percents.

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Standards:

Measure and compare quantities using appropriate units, instruments and methods.

Estimate measurements and determine acceptable levels of accuracy.

Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

Standards:

Describe numerical relationships using variables and patterns.

Interpret and describe numerical relationships using tables, graphs and symbols.

Solve problems using systems of numbers and their properties.

Use algebraic concepts and procedures to represent and solve problems.

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Standards:
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Construct convincing arguments and proofs to solve problems.

Use trigonometric ratios and circular functions to solve problems.

State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Standards:

Organize, describe and make predictions from existing data.

Formulate questions, design data collection methods, gather and analyze data and communicate findings.

Determine, describe and apply the probabilities of events.

SCIENCE

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Standards:

Know and apply the concepts, principles and processes of scientific inquiry.

Know and apply the concepts, principles and processes of technological design.

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Standards:
Know and apply concepts that explain how living things function, adapt and change.

Know and apply concepts that describe how living things interact with each other and with their environment.

Know and apply concepts that describe properties of matter and energy and the interactions between them.

Know and apply concepts that describe force and motion and the principles that explain them.

Know and apply concepts that describe the features and processes of the Earth and its resources.

Know and apply concepts that explain the composition and structure of the universe and Earth’s place in it.

State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Standards:

Know and apply the accepted practices of science.

Know and apply concepts that describe the interaction between science, technology and society.

SOCIAL SCIENCE

State Goal 14: Understand political systems, with an emphasis on the United States.

Standards:

Understand and explain basic principles of the United States government.

Understand the structures and functions of the political systems of Illinois, the United States and other nations.

Understand election processes and responsibilities of citizens.
Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

Understand United States foreign policy as it relates to other nations and international issues.

Understand the development of United States political ideas and traditions.

State Goal 15: Understand economic systems, with an emphasis on the United States.

Standards:

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

Understand that scarcity necessitates choices by consumers.

Understand that scarcity necessitates choices by producers.

Understand trade as an exchange of goods or services.

Understand the impact of government policies and decisions on production and consumption in the economy.

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Standards:

Apply the skills of historical analysis and interpretation.

Understand the development of significant political events.

Understand the development of economic systems.

Understand Illinois, United States and world social history.

Understand Illinois, United States and world environmental history.
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State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

Standards:

Locate, describe and explain places, regions and features on the Earth.

Analyze and explain characteristics and interactions of the Earth’s physical systems.

Understand relationships between geographic factors and society.

Understand the historical significance of geography.

State Goal 18: Understand social systems, with an emphasis on the United States.

Standards:

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

Understand the roles and interactions of individuals and groups in society.

Understand how social systems form and develop over time.

PHYSICAL DEVELOPMENT AND HEALTH

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

Standards:

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

Analyze various movement concepts and applications.

Demonstrate knowledge of rules, safety and strategies during physical activity.
State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Standards:

Know and apply the principles and components of health-related fitness.

Assess individual fitness levels.

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

State Goal 21: Develop team-building skills by working with others through physical activity.

Standards:

Demonstrate individual responsibility during group physical activities.

Demonstrate cooperative skills during structured group physical activity.


Standards:

Explain the basic principles of health promotion, illness prevention and safety.

Describe and explain the factors that influence health among individuals, groups and communities.

Explain how the environment can affect health.

State Goal 23: Understand human body systems and factors that influence growth and development.

Standards:

Describe and explain the structure and functions of the human body systems and how they interrelate.
State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Standards:

- Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
- Apply decision-making skills related to the protection and promotion of individual health.
- Demonstrate skills essential to enhancing health and avoiding dangerous situations.

Fine Arts

State Goal 25: Know the language of the arts.

Standards:

- Understand the sensory elements, organizational principles and expressive qualities of the arts.
- Understand the similarities, distinctions and connections in and among the arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Standards:

- Understand processes, traditional tools and modern technologies used in the arts.
- Apply skills and knowledge necessary to create and perform in one or more of the arts.

State Goal 27: Understand the role of the arts in civilizations, past and present.
Standards:

Analyze how the arts function in history, society and everyday life.

Understand how the arts shape and reflect history, society and everyday life.

(Source: Amended at 34 Ill. Reg. _____, effective ____________)
COMMON CORE STATE STANDARDS

Background
Parents, teachers, school administrators and experts from across the country together with state leaders, through their membership in the Council of Chief State School Officers (CCSSO) and the National Governors Association Center (NGA Center), have led the effort to develop a common core of state standards. The standards were written by content experts, teachers, researchers and others. CCSSO and the NGA Center provided public comment periods for all stakeholders to submit feedback on the draft standards documents. Those comments were incorporated into the final standards.

The Common Core State Standards include Math and English Language Arts. These were the first subjects chosen because they teach skills upon which students build skill sets in other subject areas. Both content and skills have been incorporated. One of the criteria on which the standards have been evaluated is whether or not they include rigorous content and application of knowledge through high-order thinking skills. Science will be the next subject to be developed.

The standards have been divided into two categories:

1. college and career ready graduation standards, which address what students are expected to learn when they have graduated from high school; and
2. K-12 standards which address expectations for elementary through high school.

Teachers have been a critical voice in the development of the standards. The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations have been instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

ILLINOIS' ROLE IN COMMON CORE
For the past few years, many groups had raised the issue of revising the current Illinois Learning Standards. The expectations we have for what students must know and be able to demonstrate were different in 1997 when the standards were adopted. Illinois had started the revision process by convening an ELA and Math team of teachers in January 2009. Within a few months of beginning this work, the Common Core State Standards Initiative was introduced nationwide. The dedicated members of the core content teams continued to work with postsecondary partners on draft revisions and further expand the discussion of college and career readiness. Their work resulted in thoughtful feedback on the common core draft documents and the opportunity for educators statewide a chance to offer input into the drafts and gain a better understanding of what it means to be college and career ready.

HOW WILL THE STANDARDS IMPACT TEACHERS?
The standards will help teachers develop and implement appropriate and effective instructional strategies for their students by providing benchmarks for skills and knowledge that their students should have by the end of the each year.
The standards will improve teacher education programs by giving clear expectations of what students are expected to know and be able to do at each grade level; provide the opportunity for teachers to be involved in the development of assessments linked to these internationally benchmarked standards; allow states to develop and provide better assessments that more accurately measure whether or not students have learned what was taught; and guide educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge.

WILL THE COMMON CORE STATE STANDARDS KEEP LOCAL TEACHERS FROM DECIDING WHAT OR HOW TO TEACH?

No. Common core standards are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed in postsecondary education job training programs and careers. Local teachers, principals, superintendents and others will decide how to best meet these standards. Teachers will continue to create lesson plans and tailor instruction to the individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated.

Key Design Features of the Common Core

ELA: The College and Career Readiness standards anchor the document by defining general, cross-disciplinary literacy expectations. There are grade level standards for K-8. Grade bands for 9-10 and 11-12 are used to allow flexibility in high school course design. Expectations for research and media skills are embedded throughout the Standards rather than a separate section. The K-5 standards include expectations for reading, writing, speaking, listening and language applicable to a range of subjects. The standards for grades 6-12 are divided into two sections:

1. An ELA section; and
2. A section for history/social studies, science and technical subject matter.

The division reflects the need for developing literacy skills across disciplines and is in response to research establishing the need to be proficient in reading informational text in a variety of content areas.

Math: The math standards are formed around eight Mathematical Practices that educators at all levels should seek to develop in their students. The purpose of the eight practices is to guide the mathematical maturity and expertise with the subject as students progress through the elementary, middle and high school years.

The Standards for Mathematical Content are a combination of procedure and understanding. The math standards are structured differently than the ELA standards in that the content standards which set an expectation of understanding are considered points of intersection between the content and practice.

Grades K-5 standards identify specific skills and knowledge for counting and cardinality, operations, algebraic thinking, number and operations in base ten, measurement and data, and geometry.

Grades 6-7 standards identify specific skills and knowledge for ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability.

Grade 8 standards identify specific skills and knowledge for the number system, expressions and equations, functions, geometry, statistics and probability.
The high school standards are listed in **six conceptual categories** including number and quantity, algebra, functions, modeling, geometry, statistics and probability.

**NEXT STEPS**

**The Process**
The common core state standards initiative is a state-led effort to establish consistent and clear standards that prepare all students for success. ISBE has taken action in a number of ways outlined below. The process to fully implement new standards touches numerous systems including assessment, curriculum, professional development, teaching standards and various support components such as RTI. As the details for implementation are determined, the many reform efforts and initiatives underway will be considered to ensure the work is aligned and coordinated. It is anticipated the development and implementation will span over the next eighteen-twenty four months with varying phases of work:

- **PHASE I:** Adoption, Communication and Coordination
- **PHASE II:** Communication, Resource design, and Design of Implementation System
- **PHASE III:** Transition, Implementation, and Technical Assistance

**Regional Meetings**
ISBE will host, in conjunction with ICCB and IBHE, a series of **six regional informational meetings** to officially launch the Common Core Standards. The ICCB and IBHE will address what the common core means from their perspective and the impact the standards will have on their work. Each meeting will be planned in coordination with the Regional Offices to introduce the standards, discuss the various elements that will be impacted during the process, provide details regarding the roll out and implementation and allow for Q&A. All stakeholders will be invited to the six public meetings.

**Communications Plan**
ISBE is working with Frontline Public Strategies to implement a strategic communications proposal. Immediate plans include:

- Public announcement of the Board’s adoption of the common core, background
- Development of materials and talking points/toolkits for placement on the website and distribution to stakeholders and the public discussing the benefits of the common core for students, parents, teachers and administrators
- Direct communications to legislators in a series of pieces discussing what the adoption means for Illinois in terms of competing in Race to the Top and the benefits to students and the economy.

Materials are currently in development and messages to stakeholders are being drafted and reviewed for widespread dissemination. Communication will be ongoing with all partners and stakeholders. Outreach to various stakeholders is underway to identify needs and determine ways in which to collaborate as long term planning takes place.
Gap analysis
A small team of teachers will be assembled to conduct a gap analysis of the current standards and the common core utilizing an online tool provided to all states by Achieve, Inc. A report will be generated to identify any unmatched current standards to the common core. The analysis will inform state and local efforts in areas such as curriculum mapping, formative assessments, and benchmarking.

Professional Development
The ROEs/ISCs have been engaged to develop and deliver common core information to schools and districts. The IARSS professional development committee has developed an action plan for a comprehensive, statewide approach to deliver the training to teachers statewide.

Assessment
The current assessment system will undergo significant adaptations that are in the very early stages of design and development. The nation's governors and chief state school officers believe these new standards offer an unprecedented opportunity for states to work together to dramatically improve the quality, cost-effectiveness, and comparability of state assessments. Illinois has signed on to be a Governing Board state for the PARCC consortium. The consortia on assessment is focused on developing richer, more authentic evaluations of student learning.
OVERVIEW OF COMMON CORE STATE STANDARDS

College and Career Readiness

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in the common core. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.
Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.
They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Math

- The standards stress not only procedural skills but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

- The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

- In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.

- Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8.

- The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.
• The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.

• The high school standards set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

• The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.

**English Language Arts**

**Reading**

• The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college-and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.

• Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a required reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.

• The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, and seminal works of literature. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

**Writing**

• The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.

• Student research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

• Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.
Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

Media and technology

- Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.
General Information on Common Core

What are the Common Core Standards?

The Common Core State Standards Initiative (CCSSI) is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). This has been a state-led and driven initiative from the beginning. States will voluntarily adopt the standards based on the timelines and context in their state. The standards, developed in collaboration with teachers, school administrators, and education experts, establish clear and consistent goals for learning that will prepare our children for college and the workforce. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked.

- The Common Core State Standards will provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them.

- With students, parents, and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed and build a strong future for themselves and the country.

- The Common Core State Standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in both college and work.

- The best understanding of what works in education comes from practice and experience. That’s why the standards are being developed by the states – not the federal government – and they incorporate the best and highest of the current state standards.

- And the best understanding of what works in the classroom comes from the teachers who are in them. That’s why these standards will establish what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards.
How will the standards impact teachers?

The standards will provide important goals for teachers to ensure they are preparing students for success in college and the workforce. They will help teachers develop and implement effective strategies for their students by providing benchmarks for skills and knowledge that their students should have by the end of the year.

The standards will help colleges and professional development programs better prepare teachers; provide the opportunity for teachers to be involved in the development of assessments linked to these top quality standards; allow states to develop and provide better assessments that more accurately measure whether or not students have learned what was taught; and guide educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

These Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

What students can learn at any particular grade level depends upon what they have learned before. Ideally then, each standard in this document might have been phrased in the form, “Students who already know ... should next come to learn ....” But at present this approach is unrealistic—not least because existing education research cannot specify all such learning pathways. Of necessity therefore, grade placements for specific topics have been made on the basis of state and international comparisons and the collective experience and collective professional judgment of educators, researchers and mathematicians.

One promise of common state standards is that over time they will allow research on learning progressions to inform and improve the design of standards to a much greater extent than is possible today. Learning opportunities will continue to vary across schools and school systems, and educators should make every effort to meet the needs of individual students based on their current understanding.
What is Not Covered by the Standards?

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education.

Will more standards mean more tests?

No. Having one set of standards will make it easier for states to pool information and resources to develop a shared set of high quality tests to better evaluate student progress. The goal is not to have more tests, but to have better tests that help students, parents, and teachers.

Assessment

- Like adoption of standards, the development of common assessments will be up to the states.

- Some states plan to come together voluntarily to develop a common assessment system, based on the Common Core State Standards.

- State-led consortia on assessment would be grounded in the following principles: allow for comparison across students, schools, districts, states and nations; create economies of scale; provide information and support more effective teaching and learning; and prepare students for college and careers.
The consortia on assessment are focused on developing richer, more authentic evaluations of student learning, not more assessments.

The nation's governors and chief state school officers believe these new standards offer an unprecedented opportunity for states to work together to dramatically improve the quality, cost-effectiveness, and comparability of state assessments.

CCSSO and the NGA Center are playing a key role in facilitating a series of conversations with leaders of the state consortia that already had formed to seek Race to the Top funds. We anticipate these discussions will continue on how best to come to an agreement on common action on this important issue.

**Background Information for Math**

**Standards for Mathematical Practice**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Understanding Mathematics**

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as \((a + b)(x + y)\) and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as
expanding \((a + b + c)(x + y)\). Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

**Grade Level Overview for Math**

The standards themselves do not dictate curriculum, pedagogy, or delivery of content. In particular, states may handle the transition to high school in different ways. For example, many students in the U.S. today take Algebra I in the 8th grade, and in some states this is a requirement. The K-7 standards contain the prerequisites to prepare students for Algebra I by 8th grade, and the standards are designed to permit states to continue existing policies concerning Algebra I in 8th grade.

**Kindergarten**

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

**Grade 1**

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

**Grade 2**

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

**Grade 3**

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Grade 4**

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

**Grade 5**

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and
developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

**Grade 6**
In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

**Grade 7**
In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Grade 8**
In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**Mathematics Standards for High School**
The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example: (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers). All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards without a (+) symbol may also appear in courses intended for all students. The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
Background Information for ELA & Literacy

Standards for ELA & Literacy

The Standards comprise three main sections: a comprehensive K-5 section and two area-specific sections for grades 6-12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document. The first one contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. The second one consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. The third one includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

Each section of the standards is divided into strands: K-5 and 6-12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6-12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness (CCR) Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K-8 and for grades 9-10 and 11-12 follow the CCR anchor standards in each strand. Each grade-specific standard corresponds to the same-numbered CCR anchor standard. Each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Additional detail regarding each section is provided below:

**Reading**

The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, and seminal works of literature. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

**Writing**

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.

**Speaking and Listening**

Flexible communication and collaboration including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
Language

The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

Media and technology

Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For the entire common cores standards document visit www.corestandards.org