

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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March 11, 2013

To: Representative Kasha Kelley
From: Sharon Wenger, Principal Analyst
Re: Common Core Standards

As you requested, below in a question and answer format is information about Common Core Standards as the standards were developed in Kansas. Attached material includes the Memorandum of Agreement between Kansas and the national Governor's Association and the Council of Chief State School Officers, the letter from the U.S. Department of Education approving Kansas' request for a waiver from ESEA – No Child Left Behind requirements, Legislative Division of Post Audit performance audit regarding the waiver of No Child Left Behind and Common Core Standards, an example of Common Core standards for 8th grade English Language Arts, and excerpted pages from the Fordham Institute report on Common Core standards.

How and when did Kansas get involved in the development and adoption of Common Core Standards for Mathematics and English Language Arts?

Kansas law (KSA 2012 Supp. 72-6439) requires the State Board of Education (State Board) to establish curriculum standards for the core area academic areas of mathematics, science, reading, writing, and social studies and review those standards at least every seven years.

The time the State decided to enter into a Memorandum of Agreement with The Council of Chief State School Officers and The National Governors Association Center for Best Practices (see attached MOU from 2009), coincides with the time when Kansas was due for a seven-year review of math and English language arts standards.

Because states had been working together to develop more rigorous standards and assessments (an example of this was the American Diploma Project begun in 2001 that 35 states joined to align state standards with college and work expectations), Kansas officials wished to be part of this effort to develop common standards for math and English. Educators from Kansas provided regular feedback to the National Governors Association and Council of Chief State School Officers as the Common Core Standards were in development. Kansas also took advantage of the ability to develop 15 percent of the standards from within the state. An example of the 15 percent is attached for your review.

State Board members discussed the Common Core Standards for math and English for several months leading up to the State Board's adoption of the Standards in October 2010.

Describe the costs associated with implementation of the Common Core Standards in Kansas and compare to the Pioneer Institute's report entitled "National Cost of Aligning States and Localities to the Common Core Standards" as well as describing the Pioneer Institute's methodology for cost estimates.

Because Kansas' Legislative Division of Post Audit completed a performance audit on this topic (*K-12 Education: Estimating Potential Costs Related to Implementing the No Child Left Behind Waiver in Kansas*) and reviewed the Pioneer Institute's work, I reviewed the audit work with auditors in detail. Legislative Post Audit completes audit work in compliance with General Accounting Office standards. (A hard copy of the Post Audit is provided to you.)

Technology Cost Estimates

Because the Pioneer Institute used California and Florida in its estimating of technology costs and because both states do not use computer-assisted assessments for all students, the estimates for states like Kansas conducting all assessments *via* computer seem overstated. (California is only this year piloting the use of computer-assisted assessments.) The Pioneer Institute estimated the technological costs to Kansas would be nearly \$77.0 million in the first seven years. The Post Audit review of the Pioneer study indicated the study overestimated costs.

Legislative Post Audit (page 19) wrote that "Technology costs, which may be significant in many states, should not be much of an issue in Kansas because most student assessments already are taken online."

Professional Development Costs

The Pioneer Institute study used the states of California, Texas, and Washington to estimate costs for teacher professional development. Kansas adopted the Common Core standards in October 2010 and began training thereafter. Texas has never adopted Common Core Standards; Washington adopted them in July 2011; and California adopted in August 2010. The Pioneer Institute study estimated a cost of \$1,931 per each teacher in a state or about \$66.0 million in Kansas. However, this estimate includes all K-12 teachers. Post Audit indicated that "it should not be necessary for all teachers to attend Common Core training."

Post Audit (page 17) estimated Kansas teachers would need two additional training days on Common Core standards. Because several teacher training days are already scheduled for a school year, training on the Common Core standards might be part of the already-scheduled training days. Post Audit indicated that "school districts may incur

between \$2.0 million and \$5.0 million in one-time real costs if they add new training days to the schedule.” The Post Audit goes on to say “School districts would incur few out-of-pocket costs if they incorporate the Common Core training into existing training.”

Further, much training has already taken place in Kansas since the adoption of the standards.

Textbooks and Materials

The Pioneer Institute estimated Kansas would spend about \$27.8 million on new textbooks and materials related to implementation of Common Core standards.

Post Audit (page 16) stated: “We estimate Common Core textbooks and materials would cost school districts an additional \$30 million to \$50 million over the next two years, but this amount does not have to be entirely out of pocket.” By looking at financial data, the audit showed Kansas school districts spend about \$30 million per year on new and replacement instructional materials. So, the audit concluded, districts could forgo the replacement of non-Common Core materials and spend no more than past years or spend an additional \$30 million.

Testing Costs

The Kansas Department of Education budgets approximately \$6.0 million per year to cover costs of assessments. (This is primarily due to a contract with the University of Kansas - Center for Educational Testing and Evaluation for test administration and analysis.) Department and national experts estimate development of assessments based on new standards would cost Kansas between \$9.0 - \$30.0 million, depending upon what type of assessments were required for example, a multiple choice assessment might cost less to develop than another type. Recently, the University of Kansas Center for Educational Testing and Evaluation received a \$22.0 million grant to develop a new assessment system for special education.

The cost of developing the Smarter Balanced assessment system will be funded by the U.S. Department of Education. After development is complete, most states can expect to spend less on Smarter Balanced assessments than they do on current assessments. However, it is unknown at this time what those costs will be because the assessments will not be used until the 2014-2015 school year.

It is likely that Kansas’ costs could be less than other states, in the same way that estimated costs in the technology area above is less, because Kansas has been using computer-assisted testing for some time.

Discuss ACT and SAT tests and possible coordination with the Common Core State Standards.

According to Scott Montgomery, Assistant Vice President, of ACT, because the ACT (the test taken near the end of high school) is aligned to ACT's College Readiness Benchmarks, and it will not be changing. No information is available at this time on the SAT test.

Describe the differences between a standard and curriculum.

A standard could be: *At the end of grade level, read and comprehend at the high end of grade 2– 3.*

Curriculum to accomplish that: *A teacher might use a reading textbook OR Use no textbook and read newspapers or other materials.*

It will be local school districts' responsibility to choose curriculum.

Will other standards, such as science standards or history/government standards become part of Common Core State Standards?

Kansas is updating science and history/government standards because of the seven-year review requirement in Kansas statute; but they are not part of Common Core Standards.

Are Common Core Standards for math and English required for Kansas to be in compliance with the state's waiver from No Child Left Behind?

Kansas' waiver from No Child Left Behind was not granted until July 2012 (see the approval letter from the U.S. Department of Education attached.) The waiver requires Kansas adopt "college and career ready standards" but does not require those be the Common Core State Standards.

A more detailed description of the waiver is included in the performance audit conducted by the Legislative Division of Post Audit described earlier.

What other studies have looked at Common Core State Standards?

The Fordham Institute – often referred to as a conservative think-tank and the sponsor of charter schools in Ohio – published a report entitled *The State of State Standards and the Common Core in 2010*.

The Fordham Institute acknowledges they have been "longtime supporters of national standards and tests" because many states have poor standards. Attached is a summary of the analysis of Fordham on each state's standards as well as the Institute's analysis of Kansas

standards compared to the Common Core Standards in math and English Language Arts.

Enclosures:

SLW/kal

**The Council of Chief State School Officers and
The National Governors Association Center for Best Practices**

**Common Core Standards
Memorandum of Agreement**

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core set of standards. These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level. As such, these organizations will

facilitate a state-led process to develop a set of common core standards in English language arts and math that are:

- Fewer, clearer, and higher, to best drive effective 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 high-order skills, so that all students are prepared for the 21st century;
 - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
 - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.


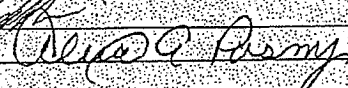
This effort is voluntary for states, and it is fully intended that states adopting the common core may choose to include additional state standards beyond the common core. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core based on research and evidence-based learning and can support the development of assessments that are aligned to the common core across the states, for accountability and other appropriate purposes.

- National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	



C.A. Dale, Brad, Cheryl W.
Judi



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

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JUL 24 REC'D 2012

July 19, 2012

COMMISSIONER'S OFFICE
KSDE

Honorable Diane DeBacker
Commissioner of Education
Kansas State Department of Education
120 SE 10th Avenue
Topeka, KS 66612

Dear Commissioner DeBacker:

I am pleased to approve Kansas' request for ESEA flexibility, subject to Kansas' meeting the condition described below. I congratulate you on submitting a request that demonstrates Kansas' commitment to improving academic achievement and the quality of instruction for all of the State's elementary and secondary school students.

Last fall, the U.S. Department of Education (Department) offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. We are encouraged by the innovative thinking and strong commitment to improving achievement for all students that is evident in Kansas' request.

Our decision to approve Kansas' request for ESEA flexibility, subject to Kansas' meeting the condition discussed below, is based on our determination that the request meets the four principles articulated in the Department's September 23, 2011, document titled *ESEA Flexibility*. In particular, Kansas has: (1) demonstrated that it has college- and career-ready expectations for all students; (2) developed, and has a high-quality plan to implement, a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and, based on that evaluation, revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. Our decision is also based on Kansas' assurance that it will meet these four principles by implementing the high-quality plans and other elements as described in its request and in accordance with the required timelines. In approving Kansas' request, we have taken into consideration the feedback we received from the panel of peer experts and Department staff who reviewed Kansas' request, as well as Kansas' revisions to its request in response to that feedback.

The waivers that comprise ESEA flexibility are being granted to Kansas pursuant to my authority in section 9401 of the ESEA. A complete list of the statutory provisions being waived is set forth in the table enclosed with this letter. Consistent with section 9401(d)(1) of the ESEA, I am granting waivers of these provisions through the end of the 2012–2013 school year. If Kansas meets the condition described below prior to the end of the 2012–2013 school year, Kansas may request an extension of these waivers through the end of the 2013–2014 school year. At that time, Kansas, like other States with approved requests, may request an additional extension of these waivers through the 2014–2015 school year.

In the coming days, you will receive a letter from Deborah Delisle, Assistant Secretary for Elementary and Secondary Education, containing additional information regarding Kansas' implementation of ESEA flexibility, as well as information regarding monitoring and reporting. Please note that the Department will closely monitor Kansas' implementation of the plans, systems, and interventions detailed in its request in order to ensure that all students continue to receive the assistance and supports needed to improve their academic achievement.

Our decision to place a condition on the approval of Kansas' request is based on the fact that Kansas' plan to develop and adopt guidelines for teacher and principal evaluation and support systems does not include a commitment to adopt a method for including student growth as a significant factor as part of those guidelines by the end of the 2011–2012 school year. Rather, Kansas has committed to submitting guidelines that include all other necessary elements by the end of the 2011–2012 school year, and indeed has already submitted those guidelines for review, and to submitting final guidelines that include the State's method for including student growth as a significant factor by the end of the 2012–2013 school year. However, we have determined that Kansas is able to fully meet the ESEA flexibility principles in the 2012–2013 school year while Kansas pilots the use of student growth as a significant factor in its teacher and principal evaluation and support systems, which will inform the final guidelines to be submitted at the end of that year and will enable districts in Kansas to pilot evaluation and support systems consistent with those guidelines no later than the 2013–2014 school year.

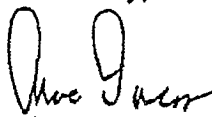
To receive approval to implement ESEA flexibility through the end of the 2013–2014 school year, Kansas must submit to the Department for review and approval an amended request incorporating its final guidelines for teacher and principal evaluation and support systems consistent with all requirements for these systems under principle 3 of ESEA flexibility. If Kansas' amended request fails to demonstrate that its final method for determining a teacher's or principal's summative evaluation rating includes student growth as a significant factor, the waivers being granted to Kansas through ESEA flexibility will expire at the end of the 2012–2013 school year, and Kansas and its districts will be required to immediately resume complying with all ESEA requirements.

Kansas continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility as well as their implementation of all other Federal education programs. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age

Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

A copy of Kansas' approved request for ESEA flexibility will be posted on the Department's Web site at: <http://www.ed.gov/esea/flexibility/requests>. Again, I congratulate you on the approval of Kansas' request for ESEA flexibility and thank you for the work that you and your staff have done. I look forward to continuing to support you as you implement Kansas' ESEA flexibility request and work to improve the quality of instruction and academic achievement for all students.

Sincerely,



Arne Duncan

Enclosure

cc: Governor Sam Brownback
Judi Miller, Assistant Director of Federal Programs

Provisions Waived Through Approval of Kansas' Request for ESEA Flexibility		
ESEA SECTION¹	DESCRIPTION	NOTES
STATE-LEVEL RESERVATION FOR SCHOOL IMPROVEMENT		
1003(a)	Requires State educational agency (SEA) to reserve 4 percent of its Title I, Part A allocation for school improvement activities and to distribute at least 95 percent to local educational agencies (LEAs) for use in Title I schools in improvement, corrective action, and restructuring	The reservation is not waived; SEA may distribute section 1003(a) funds to LEAs for use in priority and focus schools
SCHOOL IMPROVEMENT GRANTS		
1003(g)	Requires SEA to award School Improvement Grant (SIG) funds to LEAs with Title I schools in improvement, corrective action, or restructuring	Waiver permits SEA to award SIG funds to an LEA to implement one of the four SIG models in any priority school
2013-2014 TIMELINE		
1111(b)(2)(E)-(H)	Establishes requirements for setting annual measurable objectives (AMOs)	Waiver permits SEA to set new ambitious but achievable AMOs
ADEQUATE YEARLY PROGRESS (AYP) DETERMINATIONS		
1116(a)(1)(A)-(B) and 1116(c)(1)(A)	Requires SEA and its LEAs to make AYP determinations for LEAs and schools, respectively	
WITHIN-DISTRICT ALLOCATIONS		
1113(a)(3)-(4) and (c)(1)	Requires LEA to rank and serve eligible schools according to poverty and allocate Title I funds to schools in rank order of poverty	Waiver permits LEA to serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA identified as a priority school even if that school does not rank sufficiently high to be served based solely on the school's poverty rate
SCHOOLWIDE POVERTY THRESHOLD		
1114(a)(1)	Requires 40 percent poverty threshold to be eligible to operate a schoolwide program	Waiver permits LEA to operate a schoolwide program in a priority school or a focus school with less than 40 percent poverty that is implementing a schoolwide intervention

¹ The corresponding regulations that implement these statutory provisions are also waived. Any ESEA statutory provision not listed in this table is not waived.

**Provisions Waived Through Approval of Kansas'
Request for ESEA Flexibility**

SCHOOL IMPROVEMENT REQUIREMENTS

1116(b) (except (b)(13))	Requires LEA to identify schools for improvement, corrective action, and restructuring with corresponding requirements	1116(b)(13), which requires LEA to permit a child who has transferred to remain in the choice school through the highest grade in the school, is not waived
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LEA IMPROVEMENT REQUIREMENTS

1116(c)(3) and (5)-(11)	Requires SEA to identify LEAs for improvement and corrective action with corresponding requirements	
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1116(e)	Requires SEA and LEAs to take a variety of actions to offer supplemental educational services to eligible students in schools in improvement, corrective action, restructuring	
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RESERVATION FOR STATE ACADEMIC ACHIEVEMENT AWARDS PROGRAM

1117(b)(1)(B)	Limits the schools that can receive Title I, Part A funds reserved for State awards program	Waiver allows funds reserved for State awards program to go to any reward school
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HIGHLY QUALIFIED TEACHER PLAN ACCOUNTABILITY AGREEMENT REQUIREMENT

2141(c)	Requires SEA/LEA agreement on use of Title II, Part A funds for LEAs that miss AYP for three years and fail to make progress toward reaching annual objectives for highly qualified teachers	Waiver includes existing agreements and applies to restrictions on hiring paraprofessionals under Title I, Part A
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LIMITATIONS ON TRANSFERABILITY OF FUNDS

6123(a)	Limits to 50 percent the amount an SEA may transfer from a covered program into another covered program or into Title I, Part A	Waiver applies to the percentage limitation, thereby permitting SEA to transfer up to 100 percent from a covered program
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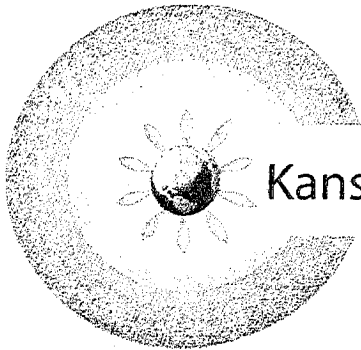
6123(b)(1)	Limits to 50 percent or 30 percent the amount an LEA may transfer from a covered program into another covered program or into Title I, Part A	Waiver applies to the percentage limitations as well as to the restrictions on the use of transferred funds
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6123(d)	Requires modification of plans and notice of transfer	
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6123(e)(1)	Transferred funds are subject to the requirements of the program to which they are transferred	Waiver permits an LEA to exclude funds transferred into Title I, Part A from the base in calculating any set-aside percentages
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**Provisions Waived Through Approval of Kansas'
Request for ESEA Flexibility**

RURAL SCHOOLS		
6213(b)	Requires LEAs that fail to make AYP to use funds to carry out the requirements under ESEA section 1116	
6224(e)	Requires SEA to permit LEAs that fail to make AYP to continue to receive a Small, Rural School Achievement grant only if LEA uses funds to carry out ESEA section 1116	
21ST CENTURY COMMUNITY LEARNING CENTERS (CCLC)		
4201(b)(1)(A), 4204(b)(2)(A)	Require a community learning center to provide activities during non-school hours or periods when school is not in session	Waiver permits an eligible entity to provide 21 st CCLC activities to support expanded learning time during an expanded school day, week, or year in addition to activities during non-school hours or periods when school is not in session

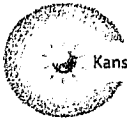


Kansas College and Career Ready Standards

English Language Arts and Literacy in
History/Social Studies, Science, and
Technical Subjects

Grade 8 with Kansas 15%

Adopted 10/2010



Anchor Standards* for Literacy Learning

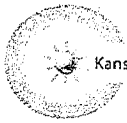
The “Anchor Standards for Literacy Learning” were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The “Anchor Standards for Literacy Learning” underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.

(*Standards noted with a ● are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Literacy Learning	
Literacy Learning	● 1 Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
	● 2 Use meta-cognitive strategies to monitor literacy learning progress.
	● 3 Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	● 4 Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	● 5 Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the “Anchor Standards for Reading” and “Anchor Standards for Writing” sections below.



Anchor Standards* for Reading

According to the CCSS document, the “standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

(*Standards noted with a ● are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	10	Read and comprehend complex literary and informational texts independently and proficiently.
	● 11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	● 12	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note: See page 10 of the CCSS document for the “Note on range and content of student reading” for grades K-5. See page 35 of the CCSS document for the “Note on range and content of student reading” for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.



Grade 8

Reading Standards for Literature	
Key Ideas and Details	RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	(Not Applicable to literature)
Range of Reading and Level of Text Complexity	RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
	RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.




Grade 8



Reading Standards for Informational Text	
Key Ideas and Details	RI.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	RI.8.2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	RI.8.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	RI.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	RI.8.5 – Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	RI.8.6 – Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	RI.8.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	RI.8.9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	RI.8.10 – By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.



Anchor Standards* for Writing

According to the CCSS document, the “standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

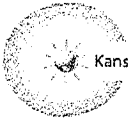
(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	 11	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	 12	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

Note: See page 18 of the CCSS document for the “Note on range and content of student writing” for grades K-5. See page 41 of the CCSS document for the “Note on range and content of student writing” for grades 6-12.

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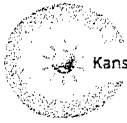
Grade 8

Writing Standards

Text Types and Purposes	W.8.1 – Write arguments to support claims with clear reasons and relevant evidence.
	W.8.1a – Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	W.8.1b – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	W.8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	W.8.1d – Establish and maintain a formal style.
	W.8.1e – Provide a concluding statement or section that follows from and supports the argument presented.
	W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.8.2a – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	W.8.2b – Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	W.8.2c – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	W.8.2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W.8.2e – Establish and maintain a formal style.
	W.8.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented.
	W.8.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	W.8.3a – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
	W.8.3b – Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	W.8.3c – Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
	W.8.3d – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	W.8.3e – Provide a conclusion that follows from and reflects on the narrated experiences or events.
	Production and



Distribution of Writing	are defined in standards 1–3 above.)
	W.8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52 [of the CCSS].)
	W.8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	W.8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	W.8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	W.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.8.9a – Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
	W.8.9b – Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Range of Writing	W.8.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Anchor Standards for Speaking and Listening

According to the CCSS document, the “standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

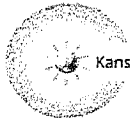
College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note: See page 22 of the CCSS document for the “Note on range and content of student speaking and listening” for grades K-5. See page 48 of the CCSS document for the “Note on range and content of student speaking and listening” for grades 6-12.



Grade 8

Speaking and Listening Standards	
Comprehension & Collaboration	SL.8.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.
	SL.8.1a – Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	SL.8.1b – Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	SL.8.1c – Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
	SL.8.1d – Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	SL.8.2 – Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	SL.8.3 – Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	SL.8.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	SL.8.5 – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	SL.8.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 [of the CCSS] for specific expectations.)



Anchor Standards for Language

According to the CCSS document, the “standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

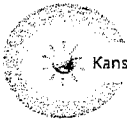
College and Career Readiness Anchor Standards for Language		
Conventions of Standard English	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	5	Demonstrate understanding of word relationships and nuances in word meanings.
	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note: See page 25 of the CCSS document for the “Note on range and content of student language use” for grades K-5. See page 51 of the CCSS document for the “Note on range and content of student language use” for grades 6-12.



Grade 8

Language Standards	
Conventions of Standard English	L.8.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.8.1a – Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	L.8.1b – Form and use verbs in the active and passive voice.
	L.8.1c – Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	L.8.1d – Recognize and correct inappropriate shifts in verb voice and mood.*
	L.8.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.8.2a – Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	L.8.2b – Use an ellipsis to indicate an omission.
	L.8.2c – Spell correctly.
Knowledge of Language	L.8.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.8.3a – Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	L.8.4 – Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.
	L.8.4a – Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
	L.8.4b – Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).
	L.8.4c – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	L.8.4d – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.8.5a – Interpret figures of speech (e.g. verbal irony, puns) in context.
	L.8.5b – Use the relationship between particular words to better understand each of the words.
	L.8.5c – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
	L.8.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



Anchor Standards* for Literacy Learning

The “Anchor Standards for Literacy Learning” were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The “Anchor Standards for Literacy Learning” underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.

(*Standards noted with a ● are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Literacy Learning		
Literacy Learning	● 1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
	● 2	Use meta-cognitive strategies to monitor literacy learning progress.
	● 3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	● 4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	● 5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the “Anchor Standards for Reading” and “Anchor Standards for Writing” sections below.



Anchor Standards* for Reading

According to the CCSS document, the “standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

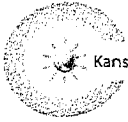
(*Standards noted with a ● are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details	1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	10	Read and comprehend complex literary and informational texts independently and proficiently.
	● 11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	● 12	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note: See page 10 of the CCSS document for the “Note on range and content of student reading” for grades K-5. See page 35 of the CCSS document for the “Note on range and content of student reading” for grades 6-12.

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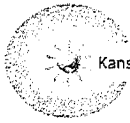
Grade 8

Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	RH.6-8.1 – Cite specific textual evidence to support analysis of primary and secondary sources.
	RH.6-8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	RH.6-8.3 – Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Craft and Structure	RH.6-8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
	RH.6-8.5 – Describe how a text presents information (e.g., sequentially, comparatively, causally).
	RH.6-8.6 – Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas	RH.6-8.7 – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	RH.6-8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.
	RH.6-8.9 – Analyze the relationship between a primary and secondary source on the same topic.
Range of Reading and Level of Text Complexity	RH.6-8.10 – By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.



Grade 8

Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	RST.6-8.1 – Cite specific textual evidence to support analysis of science and technical texts.
	RST.6-8.2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
	RST.6-8.3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure	RST.6-8.4 – Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
	RST.6-8.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	RST.6-8.6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas	RST.6-8.7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	RST.6-8.8 – Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	RST.6-8.9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity	RST.6-8.10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.



Anchor Standards* for Writing

According to the CCSS document, the “standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.”

(*Standards noted with a ● are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	● 11	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	● 12	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

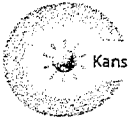
Note: See page 18 of the CCSS document for the “Note on range and content of student writing” for grades K-5. See page 41 of the CCSS document for the “Note on range and content of student writing” for grades 6-12.

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Grade 8

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Text Types and Purposes	WHST.6-8.1 – Write arguments focused on <i>discipline-specific content</i> .
	WHST.6-8.1a – Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	WHST.6-8.1b – Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	WHST.6-8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	WHST.6-8.1d – Establish and maintain a formal style.
	WHST.6-8.1e – Provide a concluding statement or section that follows from and supports the argument presented.
	WHST.6-8.2 – Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	WHST.6-8.2a – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	WHST.6-8.2b – Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	WHST.6-8.2c – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	WHST.6-8.2d – Use precise language and domain-specific vocabulary to inform about or explain the topic.
	WHST.6-8.2e – Establish and maintain a formal style and objective tone.
	WHST.6-8.2f – Provide a concluding statement or section that follows from and supports the information or explanation presented.
Production and Distribution of Writing	WHST.6-8.3 – (See note; not applicable as a separate requirement)
	WHST.6-8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.6-8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Research to Build and Present Knowledge	WHST.6-8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	WHST.6-8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	WHST.6-8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
	WHST.6-8.9 – Draw evidence from informational texts to support analysis reflection, and



	research.
Range of Writing	WHST.6-8.10 – Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.



Executive Summary

This review of state English language arts (ELA) and mathematics standards is the latest in a series of Fordham evaluations dating back to 1997. It comes at a critical juncture, as states across the land consider adoption of the Common Core State Standards. (At press time, roughly half of states had already done so.)

Here are our major findings:

- » Based on our criteria, the Common Core standards are clearly superior to those currently in use in thirty-nine states in math and thirty-seven states in English. For thirty-three states, the Common Core is superior in *both* math and reading.
- » However, three jurisdictions boast ELA standards that are clearly superior to the Common Core: California, the District of Columbia, and Indiana. Another eleven states have ELA standards that are in the same league as the Common Core (or “too close to call”).
- » Eleven states plus the District of Columbia have math standards in the “too close to call” category, meaning that, overall, they are at least as clear and rigorous as the Common Core standards.

Figure 1: State English Language Arts Standards Compared to the Common Core

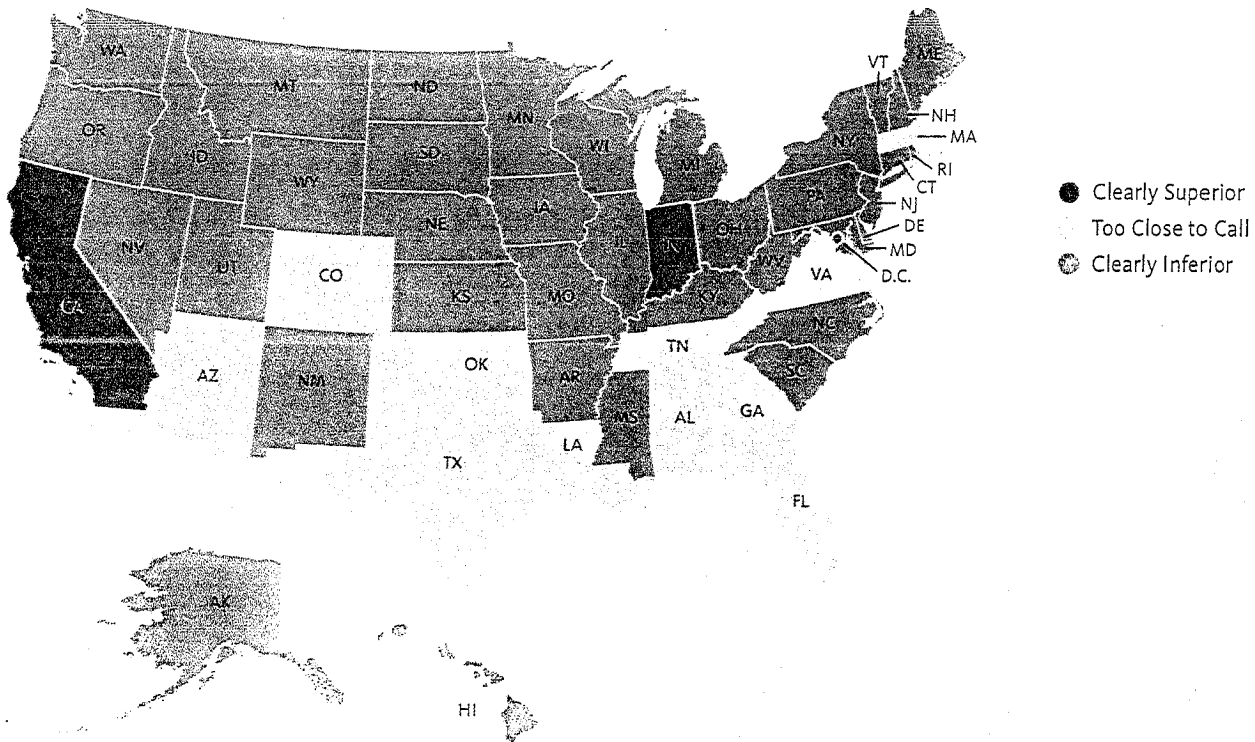


Figure 2: State Mathematics Standards Compared to the Common Core

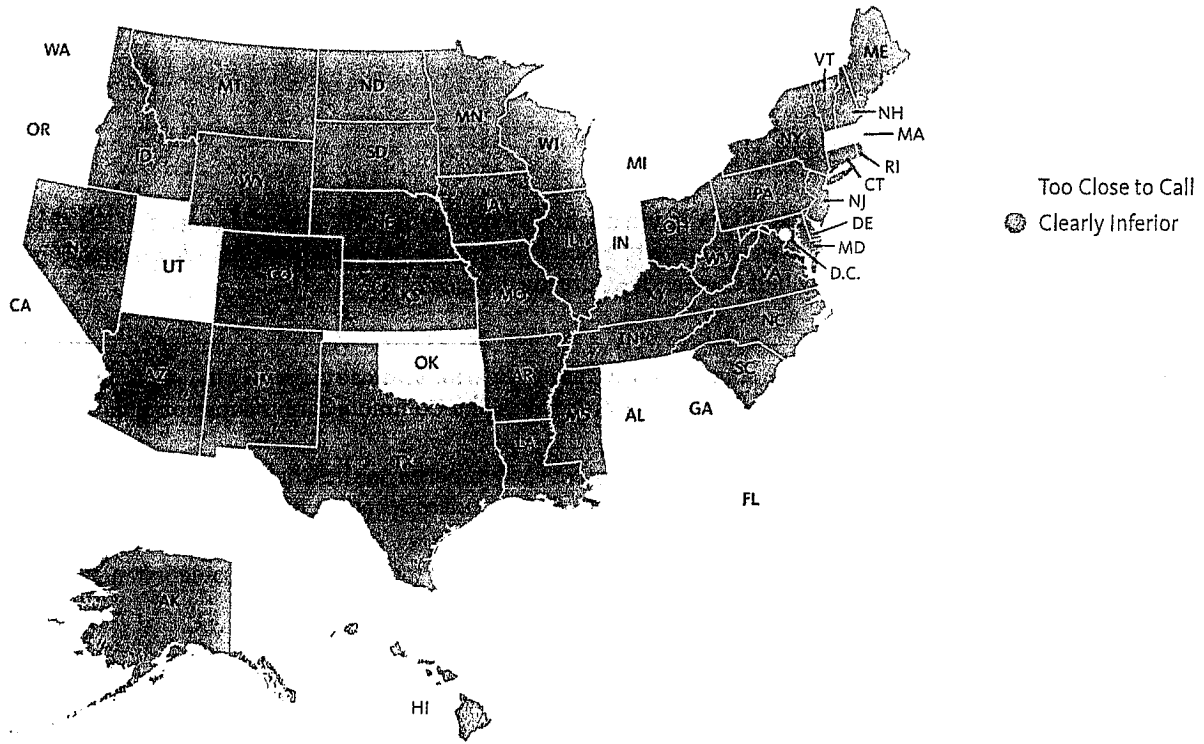


Table 1: State English Language Arts and Mathematics Standards Compared to the Common Core

State	English Language Arts	Math
Alabama	○ Too Close to Call	● Too Close to Call
Alaska	● Clearly Inferior	● Clearly Inferior
Arizona	○ Too Close to Call	● Clearly Inferior
Arkansas	● Clearly Inferior	● Clearly Inferior
California	⊕ Clearly Superior	○ Too Close to Call
Colorado	○ Too Close to Call	● Clearly Inferior
Connecticut	● Clearly Inferior	● Clearly Inferior
Delaware	● Clearly Inferior	● Clearly Inferior
District of Columbia	⊕ Clearly Superior	○ Too Close to Call
Florida	○ Too Close to Call	○ Too Close to Call
Georgia	○ Too Close to Call	○ Too Close to Call
Hawaii	● Clearly Inferior	● Clearly Inferior
Idaho	● Clearly Inferior	● Clearly Inferior
Illinois	● Clearly Inferior	● Clearly Inferior
Indiana	⊕ Clearly Superior	○ Too Close to Call
Iowa	● Clearly Inferior	● Clearly Inferior
Kansas	● Clearly Inferior	● Clearly Inferior
Kentucky	● Clearly Inferior	● Clearly Inferior
Louisiana	○ Too Close to Call	● Clearly Inferior

Maine	☉ Clearly Inferior	☉ Clearly Inferior
Maryland	☉ Clearly Inferior	☉ Clearly Inferior
Massachusetts	☹ Too Close to Call	☹ Too Close to Call
Michigan	☉ Clearly Inferior	☹ Too Close to Call
Minnesota	☉ Clearly Inferior	☉ Clearly Inferior
Mississippi	☉ Clearly Inferior	☉ Clearly Inferior
Missouri	☉ Clearly Inferior	☉ Clearly Inferior
Montana	☉ Clearly Inferior	☉ Clearly Inferior
Nebraska	☉ Clearly Inferior	☉ Clearly Inferior
Nevada	☉ Clearly Inferior	☉ Clearly Inferior
New Hampshire	☉ Clearly Inferior	☉ Clearly Inferior
New Jersey	☉ Clearly Inferior	☉ Clearly Inferior
New Mexico	☉ Clearly Inferior	☉ Clearly Inferior
New York	☉ Clearly Inferior	☉ Clearly Inferior
North Carolina	☉ Clearly Inferior	☉ Clearly Inferior
North Dakota	☉ Clearly Inferior	☉ Clearly Inferior
Ohio	☉ Clearly Inferior	☉ Clearly Inferior
Oklahoma	☹ Too Close to Call	☹ Too Close to Call
Oregon	☉ Clearly Inferior	☹ Too Close to Call
Pennsylvania	☉ Clearly Inferior	☉ Clearly Inferior
Rhode Island	☉ Clearly Inferior	☉ Clearly Inferior
South Carolina	☉ Clearly Inferior	☉ Clearly Inferior
South Dakota	☉ Clearly Inferior	☉ Clearly Inferior
Tennessee	☹ Too Close to Call	☉ Clearly Inferior
Texas	☹ Too Close to Call	☉ Clearly Inferior
Utah	☉ Clearly Inferior	☹ Too Close to Call
Vermont	☉ Clearly Inferior	☉ Clearly Inferior
Virginia	☹ Too Close to Call	☉ Clearly Inferior
Washington	☉ Clearly Inferior	☹ Too Close to Call
West Virginia	☉ Clearly Inferior	☉ Clearly Inferior
Wisconsin	☉ Clearly Inferior	☉ Clearly Inferior
Wyoming	☉ Clearly Inferior	☉ Clearly Inferior

- » The Common Core ELA standards, which earned a B-plus in our review, are particularly strong when it comes to providing useful and explicit guidance about the quality and complexity of reading and writing that should be expected of students each year, including providing annotated samples of student writing. On the other hand, those states with “clearly superior” standards tend to treat both literary and non-literary texts with more systematic detail, addressing the specific genres, sub-genres, and characteristics of both text types.
- » The Common Core mathematics standards, which received an A-minus from our reviewers, set arithmetic as a clear priority in the elementary grades and develop the often-difficult subject of fractions with clear and careful guidance. On the other hand, compared to many of the “close call” states, the presentation of high school content is disjointed and mathematical coherence suffers.
- » Several states made great improvements to their math standards since we last reviewed them in 2005. However, similar progress was generally not visible for ELA. (In 2005, we reported the opposite: States had made greater improvements to their ELA standards, but not their math standards, since 2000.)

Table 2: Grades for State English Language Arts Standards, 2005 and 2010^A

State	2005	2010
Alabama	B	A
Alaska	F	D
Arizona	B	B
Arkansas	D	C
California	A	A
Colorado	B+	C
Connecticut	D	F
Delaware	F	C
District of Columbia	A	C
Florida	B	C
Georgia	B+	B
Hawaii	C	C
Idaho	C	B
Illinois	D	B
Indiana	A	A
Iowa	F	N/A ^B
Kansas	C	C
Kentucky	D	C
Louisiana	B+	A
Maine	C	C
Maryland	C	C
Massachusetts	A-	A
Michigan	D	D
Minnesota	C	B
Mississippi	D	B
Missouri	D	C
Montana	F	F
Nebraska	F	C
Nevada	C	B
New Hampshire	C	B
New Jersey	C	C
New Mexico	C	D
New York	C	B
North Carolina	D	B
North Dakota	D	C
Ohio	C	C
Oklahoma	B+	C
Oregon	C	B
Pennsylvania	D	C
Rhode Island	D	C
South Carolina	D	B
South Dakota	C	B
Tennessee	A-	D
Texas	A-	B

Utah	C	C
Vermont	D	C
Virginia	B+	B
Washington	C	F
West Virginia	D	C
Wisconsin	D	C
Wyoming	D	F

^A Please see the *Foreword* and *Appendix C* for a discussion of how our criteria changed from 2005 to 2010. This complicates any comparison over time.

^B Iowa adopted its first set of state standards in ELA and math in 2007.

Table 3: Grades for State Mathematics Standards, 2005 and 2010^A

Alabama	B+	B
Alaska	D	D
Arizona	B	C
Arkansas	C	F
California	A	A
Colorado	C	D
Connecticut	D	F
Delaware	B	F
District of Columbia	A	D
Florida	A	F
Georgia	A-	B
Hawaii	C	F
Idaho	B	D
Illinois	D	C
Indiana	A	A
Iowa	C	N/A ^B
Kansas	F	F
Kentucky	D	C
Louisiana	C	C
Maine	C	D
Maryland	D	C
Massachusetts	B+	A
Michigan	A-	C
Minnesota	B	D
Mississippi	C	D
Missouri	D	F
Montana	F	D
Nebraska	C	D
Nevada	C	C
New Hampshire	D	F
New Jersey	C	D
New Mexico	C	B

Jurisdiction	2007 Grade	2010 Grade
New York	B	C
North Carolina	D	C
North Dakota	C	C
Ohio	C	D
Oklahoma	B+	C
Oregon	B+	D
Pennsylvania	F	D
Rhode Island	D	F
South Carolina	C	D
South Dakota	C	C
Tennessee	C	D
Texas	C	C
Utah	A-	D
Vermont	F	D
Virginia	C	C
Washington	A	F
West Virginia	B	C
Wisconsin	F	D
Wyoming	F	F

^A Please see the *Foreword* and *Appendix C* for a discussion of how our criteria changed from 2005 to 2010. This complicates any comparison over time.

^B Iowa adopted its first set of state standards in ELA and math in 2007.

Kansas • English Language Arts

DOCUMENTS REVIEWED¹

Kansas Curricular Standard for Reading Education. July 2003.

Accessed from: <http://www.ksde.org/Default.aspx?tabid=142>

Kansas Curricular Standards for Writing. November 2004.

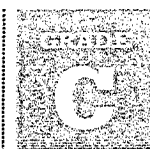
Accessed from: <http://www.ksde.org/Default.aspx?tabid=1726>

Kansas Curricular Standards for Listening, Viewing, Speaking and Related Areas. October 2006.

Accessed from: <http://www.ksde.org/Default.aspx?tabid=3511>

Overview

The Kansas ELA standards cover much of the essential content of a college-preparatory curriculum. Unfortunately, they contain some critical flaws of organization, notably the lack of grade-specific standards for high school as well as for the speaking, listening, media, and viewing standards. What's more, even when grade-specific standards are provided, many are repetitive or too vague to provide adequate guidance to teachers, curriculum developers, or assessment writers about what critical content students need to master each year to be prepared for what lies ahead.



Clarity and Specificity:	1/3
Content and Rigor:	4/7
Total State Score:	5/10
<i>(Common Core Grade: B+)</i>	

General Organization

Kansas has two standards for reading (reading and literature) and two for writing (writing and research). Each of the four is broken into benchmarks that are also common across all grade levels, K-12.

For grades K-8, the benchmarks are then broken down into grade-specific “knowledge-base indicators.” These are supplemented with instructional examples that, according to the state, describe “student activities that would fulfill the benchmark and indicator requirements.”

In grades 9-12, the benchmarks are also broken down into knowledge-base indicators, but these provide no grade-specific guidance.

Besides the reading and writing standards, which are assessed by the Kansas state assessment system, the state provides seven curricular standards for listening, viewing, speaking, and “other related areas.” Standards 1-5 are listed as standards for grades K-5 and standards 6-7 are designated for grades 6-12.

Similar to reading and writing, these seven standards are broken into benchmarks and “knowledge-specific indicators.” These indicators, however, are broken into proficiency levels (basic, intermediate, proficient, and advanced) rather than grade levels. (No guidance is provided regarding when students should progress from one proficiency level to the next.)

Clarity and Specificity

The clarity and specificity of the Kansas ELA standards is inconsistent at best. Some indicators are very clearly written and provide excellent guidance about the progression of rigor expected from grade to grade. For example, benchmark 1 (“The student uses literary concepts to respond to a text”) provides very clear scaffolding, as shown with the examples from grades 3, 6, and 8 below:

Identifies and describes characters' physical traits, basic personality traits, and actions (grade 3)

Describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict (grade 6)

Describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time (grade 8)

Unfortunately, the indicators for grades K-2 and 9-12 of the same benchmark are too nebulous to be useful. Take, for example, the following indicator for grades K-2:

Identifies and discusses character(s) in literature (K-2)

The difference in clarity and specificity even within this one benchmark is striking, but similar problems can be found throughout the document.

The inconsistency in the grade-specific indicators, coupled with the fact that *no* grade-specific guidance is available for grades 9-12 in reading and writing or for any grade in listening, speaking, and viewing, leave the overall clarity and specificity of the Kansas ELA standards lacking—and Kansas teachers without the clear guidance they need to plan a rigorous and thorough K-12 ELA curriculum. Consequently, Kansas earns one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Strengths

The Kansas ELA standards delineate most of the appropriate content and, in some cases, a strong progression of increasing rigor is developed across grade levels. For example, the state has done a thorough job of detailing the content of both early reading and vocabulary.

Kansas also supplies a very detailed and focused progression of vocabulary content and skills, with a clear development from grade to grade. Students at grade 4, for example, are expected to use word structure—compound words, roots, prefixes, and suffixes—to determine word meanings, while students at grade 8 use structural analysis—knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes—to understand complex words and content-area vocabulary.

In addition, the vocabulary standards commendably require students to use appropriate context clues, as shown by the standard below, and to employ dictionaries to understand connotation and denotation of unfamiliar words.

Determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs (grade 3)

Despite the lack of grade-specific indicators in high school, the speaking, listening, viewing, and media production expectations are more detailed than in many state standards.

Content Weaknesses

The Kansas ELA standards are undermined by several critical failings. First, apart from a passing reference in the “instructional examples” of American literature that should be read in social studies classes, the standards fail to reference foundational American literature.

Second, the standards fail to provide any guidance about what grade-appropriate reading looks like across grade levels. In order to ensure that students across the state are exposed to equally rigorous literature and a diversity of both literary and non-literary texts, Kansas should provide either a list of suggested texts that are appropriate for each grade level, or at least examples within the indicators of texts that would be appropriate to use when teaching particular standards.

The writing standards also suffer from two critical deficiencies. First, while they do specify the genres that students should study across grade levels, the indicators fall far short of outlining the content that students must master to

become proficient writers. For example, the genre-specific indicators for persuasive writing in high school include the following:

Writes a cohesive piece that includes

1. an introduction that engages the reader
2. an appropriate body that reinforces the writer's position through the logical placement of evidence
3. a conclusion that reinforces the thesis statement and original position (grades 9-12)

Selects vocabulary and figurative language that conveys a particular tone and personality (e.g., humor, suspense, cynicism, sarcasm, originality, liveliness) (grades 9-12)

Incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g., specific nouns, powerful verbs, vivid modifiers) (grades 9-12)

Some of the content of these standards is inappropriate for persuasive writing, and other content can be broadly applied across genres. Standards for persuasive writing in high school should more clearly delineate the explicit characteristics of this essential genre.

There is also scant focus on evaluation and revision of writing. Much value would be added by including writing rubrics and exemplars that more clearly outline the level of rigor expected across grade levels.

Research writing exists as a standard only in grades 9-12. This standard should be scaffolded down into grades K-8.

Finally, across all grade levels and standards, the state-supplied instructional examples represent a missed opportunity to embed more examples of student work, rubrics, sample texts, text excerpts, and/or names of authors or works. Instead, these examples merely provide sample activities that teachers could use to teach particular standards in the classroom. Given that the state has failed to clearly articulate student outcomes, particularly in the area of writing, this diversion into pedagogy is unhelpful.

Take together, more than 20 percent of the critical content is missing from the standards, and so they can earn no higher than four points out of seven for Content and Rigor. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of C, Kansas's ELA standards are mediocre. Those developed by the Common Core State Standards Initiative earn a solid B-plus. The CCSS ELA standards are superior to what the Sunflower State has in place today.

1 Since our last evaluation, the *State of State English Standards 2005*, Kansas's standards have changed minimally. The reading standards have not changed. The writing standards, which were in draft form when we conducted our review in 2005, are now final. In 2010, we also did not review supplemental material (like their "writing trainers database"). Even with these minor changes in material reviewed, Kansas's grade did not change: The state earned a C in 2005 and a C in 2010. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=337&pubsubid=1043#1043.

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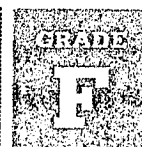
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Kansas: *Curricular Standards for Mathematics*. July 2003.

Accessed from: <http://www.ksde.org/LinkClick.aspx?fileticket=9Of%2f53hRla8%3d&tabid=141&mid=5783>

Overview

Kansas's standards are poorly organized and completely overwhelming. (The K-12 standards document is 348 pages long.) There are serious problems with both elementary and high school.



Clarity and Specificity: 1/3

Content and Rigor: 1/7

Total State Score: 2/10

(Common Core Grade: A-)

General Organization

Kansas's standards are organized by grade level into four content strands, each of which is divided into topics called "Benchmarks." The Benchmarks are presented with parallel sets of "Knowledge Base" and "Application" indicators, both of which will be referred to here as standards. There are also frequent "Teacher Notes" and other additional material.

The high school material follows the same organization, but only one set of standards is provided for grades 9-10 (and nothing for grades 11-12).

Clarity and Specificity

The sheer volume of the standards makes them difficult to navigate. The parallel structure of the Knowledge and Application indicators is not clear or explained, and they are often similar enough that the standards are unnecessarily repetitive. An example of this is provided in the following standards:

The student finds perimeter and area of two-dimensional composite figures of circles, squares, rectangles, and triangles (grade 7)

The student solves real-world problems by finding perimeter and area of two-dimensional composite figures of squares, rectangles, and triangles (grade 7)

The standards sometimes include examples and sample problems, which is an excellent feature. In addition, there are some strong, clearly stated standards such as in the following standard:

The student determines if a given point lies on the graph of a given line or parabola without graphing and justifies the answer (grades 9-10)

However, many standards are not clear. For example, the following are too broadly stated to be clear or measurable:

The student selects a mathematical model that is more useful than other mathematical models in a given situation (grade 2)

The student uses one or more mathematical models to show the relationship between two or more things (grade 6)

Other examples of poorly stated standards arise with the use of the word “identify,” which appears often. It is unclear what students are actually expected to be able to do, such as with these fourth- and fifth-grade standards:

The student identifies multiplication and division fact families (grade 4)

The student identifies integers and gives real-world problems where integers are used (2.4.K1a), e.g., making a T-table of the temperature each hour over a twelve-hour period in which the temperature at the beginning is 10 degrees and then decreases 2 degrees per hour (grade 5)

Despite some strengths, such as the use of sample problems, Kansas’s standards are overwhelming and repetitive. They offer “limited guidance to users,” and receive one point out of three for Clarity and Specificity. (See *Common Grading Metric*, Appendix A.)

Content and Rigor

Content Priorities

There are no explicit priorities, and given both the excessive number of standards and the repetitiveness of the parallel structure, this is unfortunate. In elementary grades, only about 30 percent of the standards are devoted to arithmetic, which does not sufficiently prioritize it.

Content Strengths

As mentioned above, there are many individual standards that are clear, specific, and detail important content. In addition, the example problems that are provided alongside many of the standards are an excellent addition. Linear equations are also developed nicely from grade 5 through high school.

Content Weaknesses

The development of arithmetic is weak and instant recall of number facts is not explicitly required.

The coverage of whole-number addition and subtraction is also inadequate. Fluency with standard algorithms is not specified. One second-grade standard mentions that problems may be solved “by using the traditional algorithm.” The Teacher Notes clarify the role of standard algorithms as follows:

This is not to suggest...that children should be discouraged from using a standard algorithm if that is their choice (grade 2)

It appears that Kansas officially leaves the decision about whether to use important content up to the students. Worse, since teaching the standard algorithms is not specified, students may not even learn them, so choosing to use them is not an option. This leaves students entirely dependent on their own ad-hoc—and unreliable—computation methods.

The development of multiplication and division is similarly inadequate. In the continued development of arithmetic, common denominators are never mentioned.

Technology is unnecessarily introduced into the standards starting in first grade and continuing through tenth:

The student computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology (grades 1-10)

Technology, presumably calculators for computing, is not appropriate for the early grades and computing with concrete objects is not appropriate for high school.

The high school standards are missing much essential content. For geometry, the only mention of proof is:

The student understands the concepts of and develops a formal or informal proof through understanding of the difference between a statement verified by proof (theorem) and a statement supported by examples (high school)

There is no indication that students should see proofs of specific theorems. Quadratic equations are solved by factoring or by using the quadratic formula, but there is no mention of completing the square or deriving the quadratic formula. The only thorough analysis of the graph of a quadratic equation is restricted to equations of the form ax^2+c .

Most of the STEM-ready content is not mentioned, including logarithms, trigonometry, and complex numbers.

Kansas's standards are weak in both elementary school and high school. Arithmetic is neither prioritized nor developed properly. High school mathematics is incomplete and is missing much of the essential content. These numerous problems result in a Content and Rigor score of one point out of seven. (See *Common Grading Metric*, Appendix A.)

The Bottom Line

With their grade of F, Kansas's mathematics standards are among the worst in the country, while those developed by the Common Core State Standards Initiative earn an impressive A-minus. The CCSS math standards are vastly superior to what the Sunflower State has in place today.

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- 1 Kansas's academic standards have not changed since Fordham's last evaluation, the *State of State Math Standards 2005*. However, the evaluation criteria that we used to judge the 2010 standards have been substantially revised and improved since 2005. (See Appendix C for a complete explanation of changes in criteria.) Even through this new lens, Kansas's math grade remained an F. The complete 2005 review can be found here: http://www.edexcellence.net/detail/news.cfm?news_id=338&pubsubid=1158#1158.