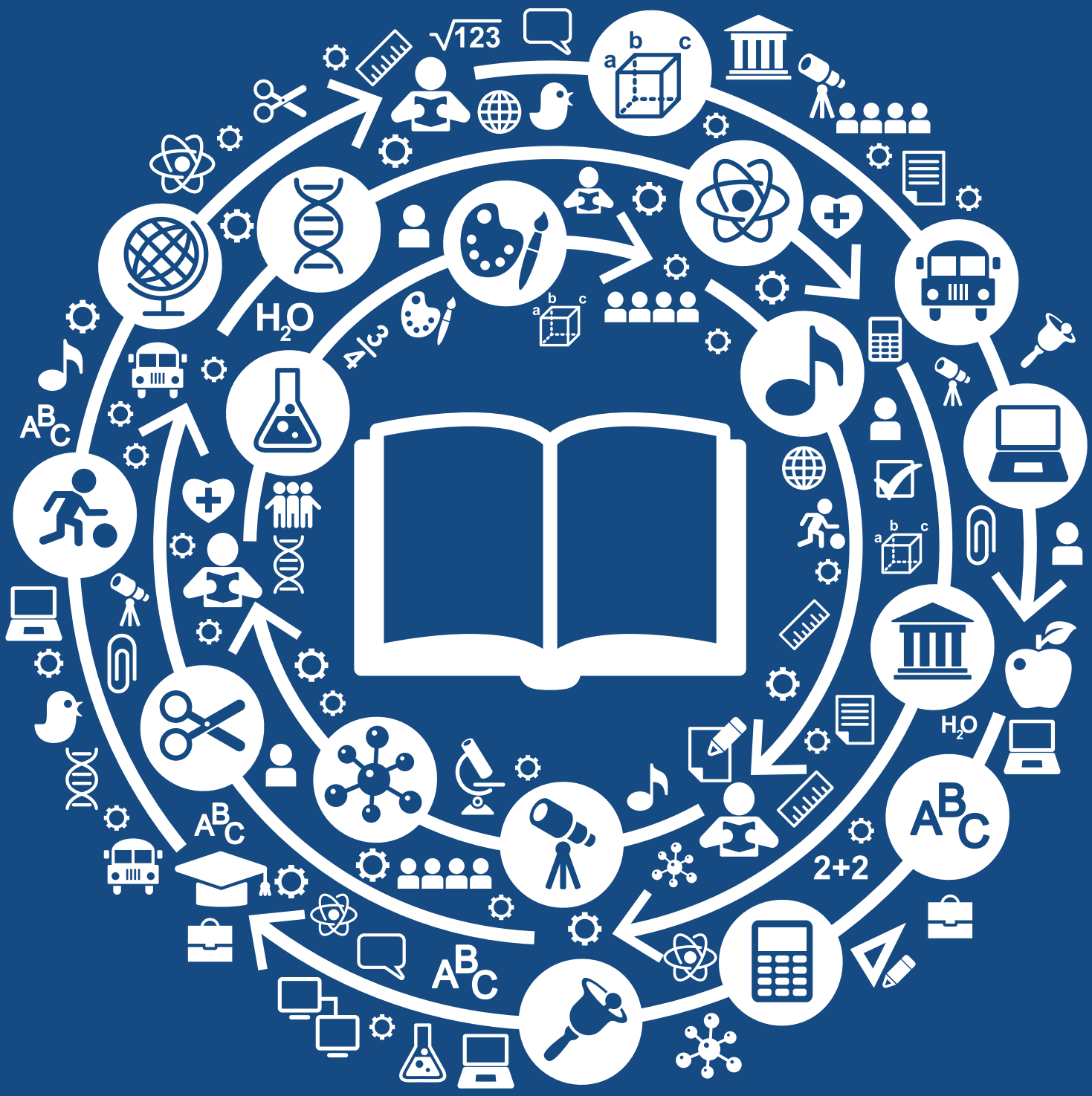
ALLIANCE FOR EXCELLENT EDUCATION

COMMON CORE STATE STANDARDS 101

AUGUST 2013



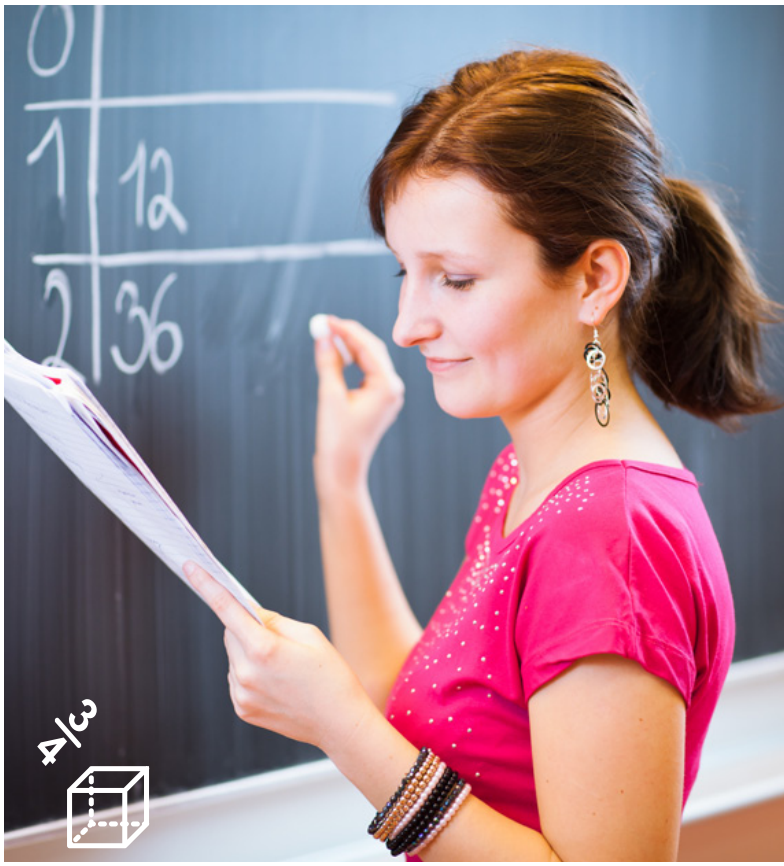
According to the *New York Times*, the Common Core State Standards (CCSS) initiative is "clearly the most important education reform in the nation's history."[1] Former Governor Jeb Bush of Florida agrees. The standards, he said, will "equip students to compete against their peers across the globe." Forty-six states and the District of Columbia have adopted the CCSS in English language arts (ELA)/literacy and mathematics,[2] which spell out the knowledge and skills all students should know and be able to do at each grade level from kindergarten through twelfth grade.

The CCSS are significant in many respects. First, they represent the first time that nearly every state has set common expectations for what students should know and be able to do. In the past, each state set its own standards, and the results varied widely. And while states collectively developed these common standards, decisions about the curriculum and teaching practices for reaching them are made locally.

In addition, the CCSS differ markedly from most state standards that preceded them. They are tied to college and career readiness, and students who meet the standards are expected to be able to go on to postsecondary education without the need for remedial classes—basic skills courses that are costly and do not confer credit but are needed to bring students up to the level of competency expected for new college entrants. The CCSS are also internationally benchmarked, and match the expectations of the highest-performing nations. As a result of these factors, the standards call for significant shifts from traditional practice in both ELA and mathematics.

An unprecedented level of activity is now under way to implement the standards. Districts, states, and professional organizations are providing professional development to teachers, creating curriculum materials, developing revised and new assessments, and engaging in other activities to prepare schools and students to meet the CCSS. This activity is, to be sure, uneven, and some states are far ahead of others in their efforts. In addition, the standards have sparked controversy in a number of states, and there are active efforts to block them or slow their implementation.

This brief will describe the CCSS initiative and its current status. It will discuss how the initiative came about, briefly describe the changes in instruction the CCSS call for, assess the current state of implementation, describe the views of supporters and critics, and discuss some of the keys to ensuring that the standards deliver on their promise.



HOW THE COMMON CORE STATE STANDARDS INITIATIVE CAME ABOUT

The Common Core State Standards are the culmination of a twenty-year effort to set expectations for what students should know and be able to do. The work began in 1989, when the National Council of Teachers of Mathematics published *Curriculum and Evaluation Standards for School Mathematics*, a document that was intended to state a consensus view of what should be taught in that subject. Other national organizations, supported by funding from the George H. W. Bush administration, soon followed suit with suggested standards for state consideration.

States, spurred by federal legislation adopted during the Bill Clinton administration, also developed standards for student performance, along with aligned assessments. By the end of the 1990s, all states (except Iowa) had developed their own standards in core subjects, some of them relying on the suggested versions created by national subject discipline organizations.

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However, some of those documents, particularly the standards for U.S. history, proved controversial (the U.S. Senate voted 99–1 to denounce the history standards), and educators and public officials grew concerned that national standards were politically toxic in a country that valued local control of education policy. The No Child Left Behind Act of 2002 (NCLB) affirmed that view, requiring all students to reach "proficiency" in ELA and mathematics by 2014 but leaving it to the states to determine the standards for proficiency. However, that law also exposed the wide variations in state standards. NCLB required all states to administer the National Assessment of Educational Progress (NAEP) every two years, and the test results showed wide disparities in expectations. For example, in Tennessee, 87 percent of fourth graders were proficient in mathematics in 2005 according to state standards, compared with 28 percent who were proficient on the NAEP. In Massachusetts, meanwhile, the proportion of students proficient on both tests was about the same. Those disparities suggested that some states set their standards too low.

In addition, data released in the late 1990s showed that nearly a third of all students in colleges and universities were required to take remedial courses. Thus students who were meeting state standards and graduating from high school found that they still were not prepared for higher education.[3]

Data from international assessments released in the late 1990s and early 2000s showed that U.S. students also performed well below their peers from other countries, particularly in mathematics. At a time when globalization meant that students were competing in a global labor market, policymakers in states with relatively low standards grew concerned that their education system was holding back students and the states' economic development efforts.

There was a state-level effort upon which to build. Under the leadership of Achieve, an organization led by governors and business leaders, more than thirty states had formed the American Diploma Project to align high school graduation requirements with entry requirements for colleges and work-based training programs. These states agreed on a common set of benchmarks in ELA and mathematics, which suggested that there was a substantial level of agreement among states on what students should know and be able to do in core subjects.

THE COMMON CORE STATE STANDARDS INITIATIVE

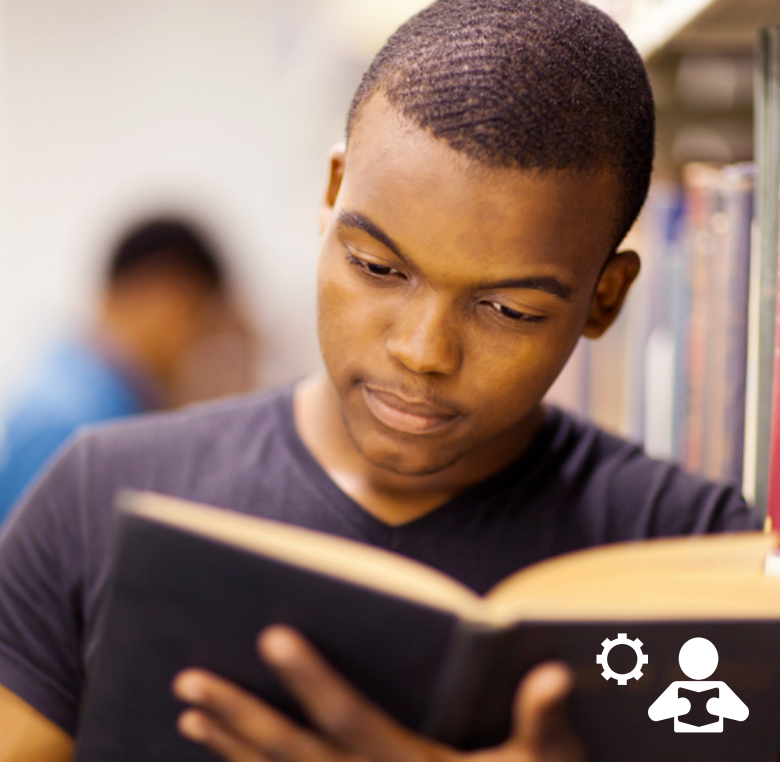
Based on the foundation explained above, state leaders considered the development of a common set of standards. In 2007, state education chiefs discussed the issue at the annual policy forum of the Council of Chief State School Officers (CCSSO), and in 2008, Achieve, the CCSSO, and the National Governors Association (NGA) issued the report *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*, which calls for "a common core of internationally benchmarked standards in math and language arts for grades K–12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive."[4]

In 2009, the NGA and CCSSO formally invited state leaders to participate in an effort to develop common standards in ELA and mathematics. Forty-eight governors and state chiefs (all but Alaska and Texas) agreed to take part. The state leaders did not at this point commit to adopting the standards, but their agreement stated that, if they did, they had to adopt them in their entirety, to preserve comparability between states, although each state could add 15 percent locally developed standards.

The mathematics standards included far fewer topics than many state standards, particularly in the elementary grades, so that teachers could focus on the most important topics in depth.

With funding from the Bill & Melinda Gates Foundation, the CCSSO and the NGA convened committees of educators and subject-matter experts to develop the standards, using criteria developed by a "brain trust" consisting of representatives from Achieve, ACT, the College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers. The committees worked in two stages. First, a committee drew up standards for college and career readiness, which represented the end point of a student's K–12 career. Then, based on those standards, a separate committee developed standards for each grade level that would lead to those end-of-high-school expectations. In each case, the panels solicited input from state officials and released drafts for public comment; more than 10,000 educators and members of the public commented, and the panels made revisions based on the feedback they received.

The final product was released at a public ceremony in Suwanee, Georgia, on June 2, 2010, to an enthusiastic audience of bipartisan state officials, educators, and business leaders. The results differed significantly from most state standards in many respects. The mathematics standards were designed to reflect the mantra of the



standards writers: fewer, clearer, higher. The standards included far fewer topics than many state standards, particularly in the elementary grades, so that teachers could focus on the most important topics in depth. The standards were also intended to depict a logical progression of learning from grade to grade, and to be coherent within the grades, so that teachers addressing one standard, like geometry, could support learning on another standard, such as measurement. And the mathematics standards were rigorous, demanding that students develop procedural fluency and conceptual understanding and learn to apply their knowledge to solve real-world problems.

In ELA, the CCSS require students to be able to read and comprehend complex texts so they will understand the books and documents they will read in college and the workplace. They also call for a substantial increase in nonfiction reading and writing across the grades, to reflect the expectations of postsecondary institutions, and an emphasis on the use of evidence from texts in writing, rather than personal reflections. And they set expectations for literacy in science, social studies, and technical subjects.

THE ADOPTION PROCESS—AND THE FEDERAL ROLE

The Common Core State Standards were quickly adopted by states. By the end of August 2010, thirty-seven states had adopted them, and by the end of 2010, forty-four states had done so. Two more states signed on in 2011, and in 2012, the agency that runs schools on military bases in the United States and abroad joined the effort. More than 90 percent of all students in the nation are now "covered" by the CCSS.

States were eager to support the standards, and the federal government, which had no role in the development of the standards, was eager to back the states. In part, the timing of state adoptions was influenced by the federal Race to the Top (RTT) program, a new competitive grant program that provided $4.3 billion to states that agreed to adopt a series of reforms. States needed to apply by August 2, 2010, and under the terms of the program, they could receive a maximum of 500 points, of which 40 points were given to states that participated in the development of the CCSS and adopted them. Subsequent surveys of state officials suggest that the federal incentive influenced their timeline for adopting the standards but not the actual decision of

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whether or not to adopt.[5] Also, some states that adopted the CCSS, such as Indiana, chose not to apply for RTT funds.

To support the standards-setting action, the U.S. Department of Education (ED) created a separate grant program to develop improved assessments to measure student performance against the CCSS. Assessment development is a costly enterprise, and few states could take on the task on their own. In September 2010, ED awarded a total of $330 million to two consortia of states that are developing new assessment systems aligned to the standards. The assessments are expected to be in place for the 2014–15 school year. States govern the two assessment consortia, and the federal government has no say or approval over the structure or content of the assessments.

In deciding whether to grant states waivers from key provisions of the No Child Left Behind Act, ED did not require states to adopt the CCSS, but they did require states to have college- and career-ready standards in place. Adoption of the CCSS met that requirement, but if states chose not to adopt them, they could submit a certification from an institution of higher education that a state's standards reflected college readiness. Indeed, Virginia, which did not adopt the CCSS, received a waiver from ED on June 29, 2012. Minnesota, which only adopted the ELA CCSS, also received a waiver.

IMPLEMENTATION EFFORTS

As educators know, standards by themselves do not transform teaching and learning. For teachers to shift their instruction to reflect the new standards, school districts and states need to develop or adopt appropriate curriculum materials, instructional strategies, and assessments to measure student performance against the standards. There are numerous efforts under way to ensure that all these important elements are in place in all classrooms.

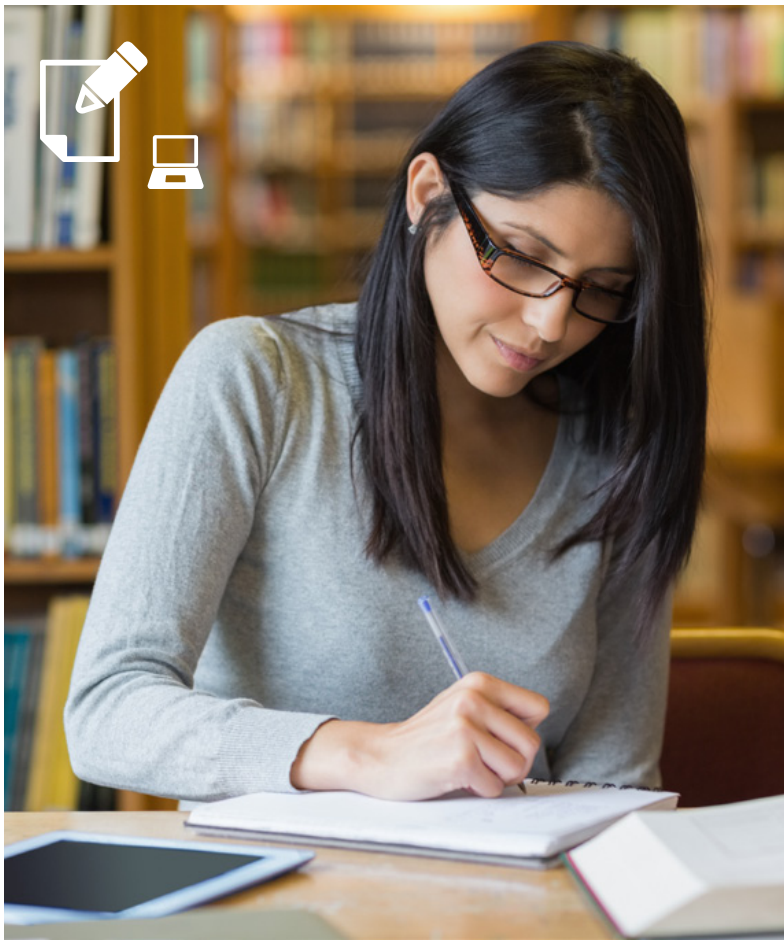
The most prominent of these efforts is the work of the assessment consortia referenced above. The two consortia—the Partnership for Assessment of Readiness for College and Careers (PARCC), a group of nineteen states and the District of Columbia, and the Smarter Balanced Assessment Consortium (SBAC), a group of twenty-five states—are working to develop formative tools to help teachers assess student progress during the year and end-of-year assessments aligned to the new standards that will in many ways represent a significant departure from current state tests. Perhaps the most important difference is that both consortia plan to use performance tasks, which ask students to apply their knowledge to solve extended problems, such as a research task and a detailed mathematics problem, rather than simply regurgitate information. This represents a significant improvement over current assessments. A recent RAND study of state assessments found that

among the seventeen states with available data, fewer than 2 percent of math items and only 21 percent of reading/writing items required higher-level processing and complex analyses.[6]

In addition, both consortia plan to deliver their assessments on computers, which promises to use technology to enable new ways of measuring student performance and to provide results more quickly than paper-and-pencil tests. And the assessments will, for the first time, provide results that are comparable across states. It is important to note that states participating in the assessment consortia are the ones shaping the assessments but that any state is free to adopt the assessment once it is developed, whether they participated in the consortia or not.

The two assessment consortia are also taking steps to help teachers implement the CCSS. They are developing a suite of online tools to support teachers, such as assessment tasks that could be used as part of classroom instruction. And they have created groups of educators to provide direct support to teachers in member states.

Because so many states will be using the same standards for the first time, nonprofit organizations, membership groups, and private vendors have larger markets than ever before for their products and are working to produce the best materials. For example, Student Achievement Partners, a New York City–based organization created by the lead writers of the CCSS, has received an $18 million grant from the GE Foundation to create tools for teachers and provide support for them in using the tools. In addition, the American Federation of Teachers (AFT) has created a website called Share My Lesson that enables teachers to post and download lessons tied to the standards. The National Education Association (NEA) has launched a program to recruit master teachers to share



curriculum and lessons aligned with the standards, along with creating a tool kit for teachers to use in implementing the standards in their classrooms. In addition, states are working together to develop tools to ensure that curriculum materials are in fact aligned to the CCSS.

Private organizations are also creating materials. Commercial publishers are redoing their textbooks and digital materials to align to the standards, as are testing companies; the GED is revising its exam to match the standards' expectations.

Meanwhile, individual states are moving ahead with implementation. Kentucky, the first state to adopt the Common Core State Standards, has been putting in place an aggressive plan that includes online units to explain the standards to teachers, parents, and community members;

an online portal that houses lesson plans and sample assessments; and efforts to engage higher education by aligning first-year courses with standards for twelfth grade.

Kentucky was also the first state to implement a new test purported to be aligned to the CCSS. Results from the test, administered in 2012, showed a predictable drop in scores from previous tests given the new, higher standards. In reading, for example, 48 percent of elementary students were proficient on the new test, compared with 76 percent the previous year with the old test. However, because state officials and private supporters of the CCSS had discussed widely the fact that these tests were measuring something very different than past tests and student proficiency rates could be expected to rise as the work continued, there was public understanding rather than outcry about the results.

THE COST OF THE COMMON CORE STATE STANDARDS

As with any shift to new standards, there are costs associated with training teachers, developing and purchasing new materials, and implementing new assessments, and concerns have been raised. One estimate, by the Pioneer Institute, a conservative organization based in Boston that has been critical of the CCSS, suggested that total costs for states would amount to $15.8 billion over seven years.[7] But that estimate failed to take into account the fact that states already spend significant money on professional development, curriculum materials, and assessments.

A separate estimate commissioned by the Thomas B. Fordham Institute, a right-of-center organization that supports the standards, found that the net costs of implementation would be considerably lower than what the Pioneer study had proposed. Moreover, the Fordham study found, states could save money by using technology and open education resources, and by taking advantage of the cross-state opportunities the CCSS provided. The study suggested three scenarios for states, which ranged from "business as usual," which totaled $8.2 billion in net costs, to "bare bones," which would save states nearly $1 billion. A "balanced approach," using some online professional development and open-source materials, would cost an additional $1.2 billion.[8]

POLITICAL CHALLENGES

As implementation efforts have proceeded, opponents of the CCSS have stepped up their attacks while advocates have remained firm in their support. Teachers are among the most enthusiastic supporters. A March 2013 survey by the AFT found that 75 percent of that union's members approve of the standards, although a large minority of the teachers said that districts had not done enough to prepare teachers to teach the standards.[9] A focus group of teachers convened by the NEA also found enthusiastic support among teachers.

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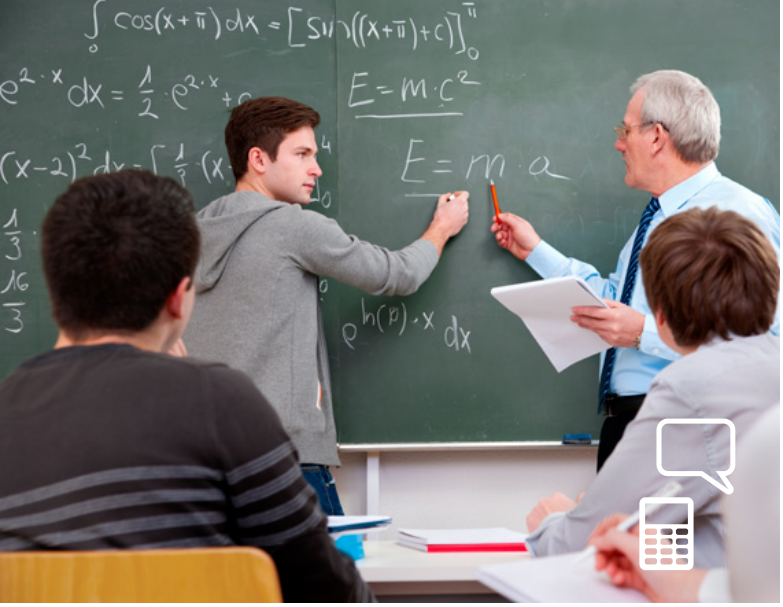


The unions' findings are consistent with those of other polls of educators. For example, the 2013 MetLife Survey of the American Teacher found that 80 percent of principals and 70 percent of teachers are confident that the standards will increase student achievement and improve preparation for college and the workplace. Significantly, principals and teachers who are more knowledgeable about the standards are more confident about the positive effects.[10]

Business leaders also remain strong supporters of the CCSS. In a letter published in the *Wall Street Journal* in February 2013, more than five dozen CEOs from corporations and business groups stated that the standards "will better prepare students for college and the workplace," adding, "The changes now under way in America's schools hold great promise for creating a more highly skilled workforce that is better equipped to meet the needs of local, state and national economies."

Military leaders also support the CCSS, since many military families move frequently and have faced challenges from varied state standards. As a document published by the Military Child Education Coalition states, "The adoption and implementation of CCSS are a critical step and particularly important to the mobile military-connected student because they provide consistency, continuity, and clear expectations of the knowledge and skills students need in each grade."[11]

Higher education leaders support the CCSS as well. A survey of more than 1,800 college professors conducted by the Education Policy Improvement Center at the University of Oregon found that most professors of first-year college courses rated the standards as important for their courses.[12]

Despite this support, the CCSS have encountered opposition. In many cases, the opposition is based on misimpressions of the standards. For example, many legislators have opposed the standards because of a mistaken belief that the initiative is an unwarranted federal intrusion on local control of education; in fact, the CCSS are, and continue to be, led by states. In addition, some of the opposition to the standards reflects a misinterpretation of the document itself (see box on page 12).

In some cases, opponents have sought to block federal involvement in the standards; for example, the Republican National Committee resolution committee adopted a resolution opposing the CCSS. More often, opponents' efforts have centered on state legislative actions to repeal or enact a pause on implementation and on encouraging states to pull out of the assessment consortia. To date, legislatures in at least a dozen states have considered proposals to roll back adoption of the standards or block their implementation, though few have succeeded. (Alabama, Georgia, and Utah have pulled out of the assessment consortia, and Indiana and Michigan have enacted a pause in implementation.)

It is important to note, however, that according to the National Conference of State Legislators, the vast majority of the 150 or so CCSS-related bills filed during the 2013 legislative session were related to implementation. In California, for example, Governor Jerry Brown's supplemental budget provided more than $1 billion to districts to implement the standards.

KEYS TO EFFECTIVE IMPLEMENTATION

In addition to the political challenges, states and other organizations implementing the Common Core State Standards face a number of issues as they work to ensure that the standards drive fundamental changes in teaching and learning that will better prepare all students to be ready for college and a career when they graduate from high school. Only by addressing these issues can the states and organizations make sure that the standards fulfill their potential.

Cost-Effective Assessments

Some of the most important challenges involve the assessments that are now being developed to measure student performance against the standards. Because of the influence of assessments on classroom practice, these assessments will have a strong bearing on whether teachers and schools make the changes the standards call for.

The assessments are still a work in progress, and it is unclear what they will look like when they are unveiled in the 2014–15 school year. Because of concerns over costs and testing time, both state consortia have had to scale back some of their initial plans. For example, PARCC had originally proposed administering assessments four times during the course of the school year, in order to spread out the testing burden and measure a broader range of knowledge and skills. Now, the consortium plans to make the first two assessments optional; the summative assessment will consist of a performance task and an end-of-year test.

Similarly, SBAC reduced the number of performance tasks to be used in its assessment, in order to reduce testing time. Even with these changes, states are still concerned about the cost of the assessments. The SBAC assessments are expected to cost $22.50 per student ($27.30 per student if states acquire the full suite of formative and interim assessments as well as end-of-year tests), while PARCC's assessments are expected to cost $29.50 per student. The SBAC tests will cost less than two-thirds of its member states currently pay, while PARCC's will cost less than half of its member states' test costs. According to a study by the Brookings Institution, states spend, on average, $27 per pupil on math and ELA tests, although spending varies widely, from $13 per pupil in Oregon to $105 per pupil in Hawaii.[13] Many state officials believe that the value of the information they receive from the consortia assessments is worth the additional investment, but some are concerned about spending more than they currently do for testing; such concerns led Georgia to pull out of PARCC. If more states pull out of the consortia, the cost for the remaining states will likely go up, because of the economies of scale the consortia provide.

States are also concerned about whether they have the technological infrastructure needed to administer the computer-based assessments. Both consortia have developed a self-assessment tool that enables states and districts to determine their current hardware and bandwidth capacity, and most experts expect that states will have to increase their capacity in order to administer the assessments to all students. The consortia plan to deliver a version of their assessments on paper for three years to accommodate schools that lack the technology capacity for the online versions, but these paper-and-pencil tests will lack some of the capabilities of the online assessments and will cost more.

Integration with Other Reforms

The Common Core State Standards are not the only reforms states are undertaking, and it is critical that these various reforms and new policies be thoughtfully integrated. For example, many states are also implementing new teacher evaluation systems that use student test scores as a factor in judging a teacher's effectiveness. But many teachers argue that it is unfair to have new assessments count for teachers and students before new curriculum and other key components of the system are in place. To address this problem, in June 2013, Secretary of Education Arne Duncan said that states that had received waivers from the Elementary and Secondary Education Act could choose to delay implementation of evaluation systems for a year.[14]

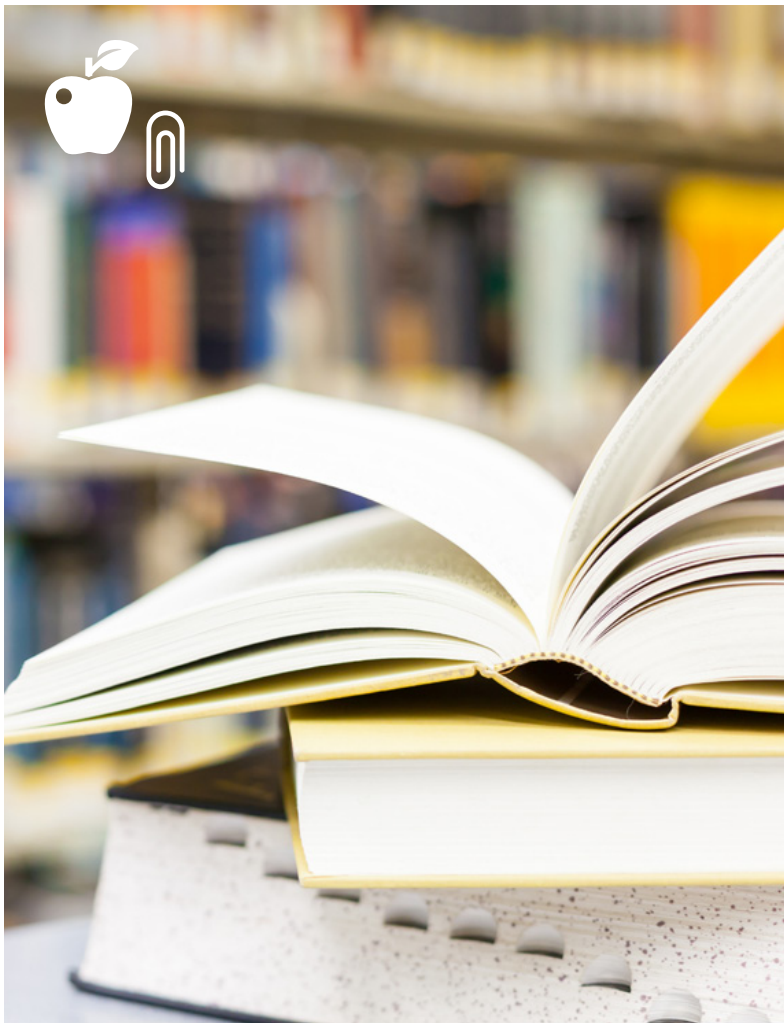
Sufficient Support for Teachers

The survey of AFT members found that most teachers lack the curriculum and instructional support they feel they need to teach the standards effectively. Only 27 percent of teachers reported that their districts had provided "all or most" of the tools they needed, and 78 percent of teachers in low-performing schools said they had received some, few, or no resources.[15] More work is needed in this area.

Additionally, there are a growing number of materials that claim to be aligned to the CCSS, but there are few independent evaluations of the materials to assess those claims. One effort to provide such an evaluation was developed by the EQuIP Collaborative (Educators Evaluating Quality Instructional Products), a group of states led by Connecticut, New York, and Rhode Island. This collaborative has developed rubrics teachers can use to judge the quality of instructional units and their alignment to the CCSS.

Sufficient Support for Students

There has been little attention paid thus far to the needs of struggling students. Most observers agree that the CCSS place higher demands on students than most previous state standards, and many students had difficulty with the old standards. Enabling them to reach even higher bars will require additional instructional time and resources. This is particularly true for older students, who have spent much of their school careers under a different, less ambitious set of standards, and for English language learners, who must adjust to higher literacy demands. In response to the latter concern, a number of states are revamping their English language proficiency standards and assessments.



As state officials made clear when they adopted the standards, previous standards in many states expected too little from students and did not prepare them adequately for their futures. The Common Core State Standards, by contrast, expect all students, regardless of where they live, to develop the knowledge and skills they will need to succeed after high school.

HIGH RISK, HIGH REWARD

While these challenges appear substantial, states and other organizations remain committed to addressing them. As state officials made clear when they adopted the standards, previous standards in many states expected too little from students and did not prepare them adequately for their futures. The Common Core State Standards, by contrast, expect all students, regardless of where they live, to develop the knowledge and skills they will need to succeed after high school.

There is an unprecedented effort now under way to implement the CCSS and help ensure that they reach their potential. If the standards are successful, they will show that the *New York Times* and Governor Bush were right: the Common Core State Standards can represent the most important education reform in history.

This paper was written by **Robert Rothman**, a senior policy fellow at the Alliance for Excellent Education.

The **Alliance for Excellent Education** is a Washington, DC–based national policy and advocacy organization that works to improve national and federal education policy so that all students can achieve at high academic levels and graduate from high school ready for success in college, work, and citizenship in the twenty-first century. www.all4ed.org

Common Core State Standards FAQs

Will the Common Core State Standards (CCSS) get rid of Shakespeare?

The English language arts (ELA) standards state explicitly that a substantial amount of reading students do should be nonfiction—50 percent in elementary school and 70 percent in high school. This represents a significant shift from most school practices; research in primary grades, for example, has shown that children in early grades read almost no nonfiction. Yet the reading students will do after high school will be mostly nonfiction, including technical manuals, historical documents, and scientific journals.

This requirement has led some commenters to express concern that the CCSS are driving literature from the curriculum. However, the standards document makes clear that the reading requirement is spread across all courses. Students will read nonfiction in history, science, and mathematics classes, and will continue to read literature in ELA courses. The CCSS also do not include a required fiction or nonfiction reading list, but do include a list of exemplary texts to show texts of appropriate complexity for each grade level. That list features many classic works of literature—including those written by Shakespeare.

Will the CCSS eliminate cursive writing?

No. The standards are silent about cursive writing; they spell out expectations for the content of student writing, as well as for the use of language conventions, like grammar and spelling. Although the standards specify that students should use technology to produce and publish writing, they do not preclude or discourage writing in other forms. States eager to ensure that their students continue to receive instruction in cursive writing have added this requirement to their standards, a practice permitted since states can add up to 15 percent additional material.

Will students be able to take algebra in eighth grade?

Yes. Many districts have mandated algebra for eighth graders, but many others have not. The CCSS do not specify a curriculum, but, rather, leave that decision to local districts. Districts with eighth-grade algebra, as well as districts that leave the subject for ninth graders, can meet the standards. The standards for grades one through seven will prepare students for algebra.

In fact, the CCSS might do better than many previous state standards in preparation for algebra. The standards for arithmetic, for example, present the topic as a precursor for algebraic thinking, not as a discrete skill. In that respect, the standards follow the practice of many high-performing nations, where students perform much better in mathematics, including algebra, than U.S. students do.

Will students be able to take calculus?

Yes. Students would not be required to take calculus, but districts and schools can accelerate students so that they take calculus in high school, just as many students do now. The CCSS are not designed to hold anyone back; they are intended to establish a high floor for every student.

Will the CCSS create a national database on students?

No. Each state will continue to use the same policies and procedures for student privacy that it already has in place. The assessment consortia will collect background data on students—their race and ethnicity, special education status, and so forth—in order to provide information on the aggregate performance of subgroups of students, but they will not collect data that will enable anyone to identify individual students. Prohibitions on individual student data remain, and the consortia will not collect information on student attitudes or beliefs.

Will the federal government control the assessments?

No. The federal government provided funds for the development of the assessments, but the work of the consortia has been governed and led by the states that comprise them. The states determined the format and content of the assessments. That arrangement will continue. The federal development funds end on September 30, 2014, and the federal government will have no role in the administration of the assessments.

ENDNOTES

[1] *New York Times* Editorial Board, "Moving Ahead with the Common Core," *New York Times*, April 20, 2013.

[2] Minnesota adopted the CCSS in English language arts only.

[3] B. Parsad and L. Lewis, *Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000* (NCES 2004–010) (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2003).

[4] National Governors Association, Council of Chief State School Officers, and Achieve, *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education* (Washington, DC: Author, 2008), p. 6.

[5] Center on Education Policy, *States' Progress and Challenges in Implementing Common Core State Standards* (Washington, DC: Center on Education Policy, January 2011).

[6] Alliance for Excellent Education analysis of Tables 4.1, 4.2, and 4.3 in K. Yuang and V. Le, *Estimating the Percentage of Students Who Were Tested on Cognitively Demanding Items Through the State Achievement Tests* (Santa Monica, CA: RAND Corporation, 2012), http://www.rand.org/content/dam/rand/pubs/working_papers/2012/RAND_WR967.pdf (accessed July 15, 2013).

[7] Accountability Works, *National Cost of Aligning States and Localities to the Common Core Standards* (Boston, MA: Pioneer Institute, 2012).

[8] P. J. Murphy and E. Regenstein, *Putting a Price Tag on the Common Core: How Much Will Smart Implementation Cost?* (Washington, DC: Thomas B. Fordham Institute, 2012), http://edexcellencemedia.net/publications/2012/20120530-Putting-A-Price-Tag-on-the-Common-Core/20120530-Putting-a-Price-Tag-on-the-Common-Core-FINAL.pdf (accessed July 15, 2013).

[9] Hart Research, *Teachers Assess Implementation of the Common Core* (Washington, DC: American Federation of Teachers, March 2013).

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