

Common Core: A Quick Refresher

Scott D. Jones

Senior Associate for Research and Policy

Arts Education Partnership

scott.jones@ccsso.org



Common Core: False Truths

- **FT #1:** The CCSS were developed by the federal government.
- **FT #2:** The CCSS were developed in secret with no input from those they would impact.
- **FT #3:** The CCSS are a national curriculum.
- **FT #4:** The CCSS represent everything a child needs to learn in school.

Common Core: The Shifts

1. Content-rich non-fiction
2. Complex text with academic language
3. Using evidence
4. Increased focus
5. Coherence across grades
6. Mastery, Fluency, and Application

The Arts and the Common Core

Nancy Rubino, PhD

Senior Director, Office of Academic Initiatives
The College Board

Amy Charleroy

Director of Arts, Office of Academic Initiatives
The College Board

The Arts and the Common Core

Two approaches to alignment:

- Identifying arts references already present in the Common Core standards
- Identifying elements of the Common Core standards that **reference the same broad goals and thinking skills** that are highlighted in the framework for the Core Arts Standards, even if the Common Core components do not refer to the arts directly.

Arts References in Common Core Standards for **Reading**

- If the definition of **text** may be expanded to include non-print texts, such as works of dance, media arts, music, or theatre, then all of the standards in this category, at every grade level, have direct references to arts-based content or investigation.

Arts References in Common Core Standards for **Writing**

- Eight arts links in 110 standards
- Visual art/drawing links found in the standards for the lower grades
 - W.K.2:** Use a combination of drawing, writing, and dictating to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Media Arts/multimedia links
 - W.8.2.a:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.

Arts References in Common Core Standards for **Speaking and Listening**

- 16 arts links in 66 standards
- Most references are related to Anchor Standard #5:

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Part II: Comparison to The Core Arts Standards Framework

Identifies elements of the Common Core standards that **reference the same broad goals and thinking skills** that are highlighted in the framework for the Core Arts Standards, even if the Common Core components do not refer to the arts directly.

Arts Standards Framework elements used in Phase II:

Philosophical Foundations

Lifelong Goals

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in that art form as an adult.

The Arts as Culture, History, and Connections

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.

The Arts as a Means to Wellbeing

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experiences and support the arts in their local community.

Arts Standards Framework elements used in Phase II:

Creative Practices:

Imagine

To form a
mental image
of concept

Investigate

To observe or
study through
exploration or
examination

Construct

To make or
form by
combining or
arranging
parts or
elements

Reflect

To think
deeply or
carefully
about

Common Core materials used in Phase II:

ELA Standards: Introductory Materials

Introduction

Students who Are
College and Career
Ready in Reading,
Writing, Speaking,
and Listening...

ELA Standards: College and Career Readiness Anchor Standards

Reading

Writing

Speaking and
Listening

Language

Mathematics Standards

Standards for
Mathematical
Practice (K-12)

Introductory material: ELA Common Core Standards:

Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language:

- They demonstrate independence
- They build strong content knowledge
- They respond to the varying demands of audience, task, purpose, and discipline
- They comprehend as well as critique
- They value evidence
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures

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
2. Determine central ideas or themes of a text and analyze their development
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
5. Analyze the structure of texts, including how specific portions of the text 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.
8. Evaluate the argument and specific claims in a text
9. Analyze how two or more texts address similar themes or topics

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Standards for Mathematical Practice

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision.**
- **Look for and express regularity in repeated reasoning**

Alignment between Standards Framework and Common Core intro. materials

		Philosophical Foundations and Lifelong Goals					Creative Practices			
		Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Wellbeing	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
Introduction		✓	✓		✓		✓	✓	✓	✓
Students who are college and career ready...	They demonstrate independence.	✓	✓				✓	✓	✓	✓
	They build strong content knowledge.	✓		✓				✓		✓
	They respond to the varying demands of audience, task, purpose, and discipline.	✓					✓	✓	✓	✓
	They comprehend as well as critique.	✓						✓		✓
	They value evidence.	✓						✓		✓
	They use technology and digital media strategically and capably.	✓					✓	✓	✓	✓
	They come to understand other perspectives and cultures.	✓		✓			✓	✓		✓

Core Arts Standards Framework: Lifelong Goals

Lifelong Goal #1 (The Arts as Communication) connected to all anchor standards for Reading, Writing, and Speaking and Listening

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

Connections between Common Core Standards and Philosophical Foundations / Lifelong Goals

	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Wellbeing	Arts as Community Engagement
Anchor Standards for Reading (10 possible connections)	10	0	3	0	0
Anchor Standards for Writing (10 possible connections)	10	0	0	0	0
Anchor Standards for Speaking and Listening (6 possible connections)	6	0	2	0	0
Anchor Standards for Language (6 possible connections)	4	0	1	0	0
Standards for Mathematical Practice (8 possible connections)	3	0	0	0	0

Connections between Common Core Standards and Creative Practices

	Imagine	Investigate	Construct	Reflect
Anchor Standards for Reading (10 possible connections)	7	10	1	10
Anchor Standards for Writing (10 possible connections)	7	6	9	10
Anchor Standards for Speaking and Listening (6 possible connections)	2	2	4	5
Anchor Standards for Language (6 possible connections)	0	3	4	2
Standards for Mathematical Practice (8 possible connections)	6	7	6	8

Framework Connections with Standards for Mathematical Practice

Standard 1: Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of their problem, transform algebraic expressions or the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize or solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

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■ **Imagine**

Framework Connections with Standards for Mathematical Practice

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■ Imagine

■ Investigate

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- Imagine
- Investigate
- Construct

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- Imagine
- Investigate
- Construct
- Reflect

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR **WRITING, K-12**

Standards	Arts References in Corresponding Grade-level Standards	Arts Standards Framework Connections
<p>2. Write informative/explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.6.2.a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>W.7.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>W.8.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p>	<p>Philosophical Foundations and Lifelong Goals:</p> <p>The ability to write informative/explanatory texts relates to Lifelong Goal #1: The Arts as Communication:</p> <ul style="list-style-type: none"> Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the work of others. <p>Creative Practices:</p> <ul style="list-style-type: none"> The ability to examine complex ideas relates to the creative practice of imagining (to form a mental image or concept). The ability to select and analyze content relates to the creative practice of investigation (to observe or study through exploration or examination). The ability to select and organize content relates to the creative practice of construction (to make or form by combining parts or elements). The ability to analyze content relates to the creative practice of reflection (to think deeply or carefully about).

The Arts and the Common Core

Challenges/questions raised by research:

- Highlighting the positive levels of alignment between arts outcomes and Common Core goals,
- while also recognizing the limitations of these connections (i.e., the common Core standards don't necessarily recommend particularly deep study of the arts).

The Arts and the Common Core

Full reports available at:

<http://nccas.wikispaces.com>

Contact:

nrubino@collegeboard.org

acharleroy@collegeboard.org

Common Core: Next Steps

- Implementation
 - Teacher Training
 - Student Assessments
 - Educator Effectiveness
- Redefining College & Career Readiness
- Tying to the Arts Standards

Resources for CCSS & the Arts

- AEP: Common Core and the Arts Page
 - www.aep-arts.org
- NCCAS: Arts Standards and College Board Reports
 - nccas.wikispaces.org
- Instructional Shifts and Other Educator Materials
 - www.achievethecore.org
- Policy Briefs for Targeted Audiences
 - www.achieve.org