

**AND NOW FOR THE REST OF THE COMMON CORE STANDARDS STORY!!**

ITEM	CLAIM	FACTS
1	Common Core Standards will improve student achievement so they are “College and Career Ready”	There has been NO research to show that the CCS English and Language Arts or Math standards will improve test scores.
2	The CCS were developed by the States and are therefore not a national mandate.	State Boards of Education did not see or have input until after the standards were written by a small, unaccountable group in Washington, DC.
3	Since states can add 15% of their own standards, they have flexibility	These additional standards will not be tested and therefore will not be taught
4	The USDE is not mandating a national curriculum or national assessment.	To receive a NCLB waiver, each state must adopt the CCS “word for word” and have each student take national tests.
5	The USDE has the authority to grant NCLB waivers of the requirement that 100% of students are proficient by 2014	The USDE has NO constitutional or statutory authority to demand or grant any waiver with strings attached.
6	Teaching to the Common Core Standards will make sure that each student is “Career Ready”	There are over a hundred different careers which require specific knowledge and skills which are not taught by the CCS.
7	The Common Core Standards are internationally benchmarked	The CCS are actually less rigorous than what is being taught in many states
8	The CCS math standards will prepare students for college	The CCS math standards teach trivia and terms which most adults have never seen or used to solve any problem
9	The USDE is not dictating what tests are used to measure the CCS	The USDE has granted \$360 million to develop national CCS tests by 2014
10	Math and English test scores have risen each year since NCLB began	States have lowered cut-scores & their definition of “proficient” to claim higher achievement.
11	More students are college ready than in 2001 due to NCLB	ACT, NAEP, SAT scores have not improved in 15 years. Only 29% of students have composite ACT scores high enough to be admitted to a university.
12	More drill and practice for CCS tests improves overall student learning	Only English and Math are tested. So, teaching time for science and other subjects has been cut way back.
13	Tracking personal data on every student will improve instruction	No evidence. But, tracking students from Kindergarten through adult jobs is a major invasion of privacy.
14	Teachers need extra time for “collaboration” and “professional development” to improve achievement.	Classrooms sit empty while teachers meet regularly to “plan” rather than teach students what they need to learn.
15	The more money spent on K-12 education the higher the student achievement.	There is no correlation between money spent and achievement. Fixed and variable costs are different in each school.

16	Non-English speaking students from foreign countries will learn more if they are put into regular subject matter classes. This does not impede how much or how fast American students learn.	No other nation in the world does this. Forcing ELL students to sit in classes taught in English and then take tests in English is setting them & schools up for failure. Millions of dollars are wasted every year on “non-performing” schools.
17	If state legislators do not increase funding to pay the millions to implement Common Core, other subjects will not be taught then thousands of teachers and staff will lose their jobs.	The States and Federal USDOE have already spent billions more for K-12 schools with no improvement in student test scores. The CCS are an expensive, unfunded, untested experiment. Why let the Feds take over our schools??

The “teach-to-the-test” approach forced on teachers by NCLB to show Annual Yearly Progress for each school has been devastating. Other subjects, such as Science, History, Geography, and time to learn employable skills have been shortened just to get the students ready for the reading and math state assessments. But, the CCS will be NCLB on STEROIDS!!

Here are examples of “Mathematics Laws” which teachers will be required to learn before they can teach our kids this trivia. Who do you know who uses these terms—let alone to solve a problem requiring math??

*Associative law of addition -- Commutative law of addition -- Additive identity property of (0) -- Existence of additive inverses -- Associative law of multiplication -- Commutative law of multiplication -- Multiplicative identity property of 1 -- Existence of multiplicative inverses -- Reflexive property of equality -- Symmetric property of equality -- Transitive property of equality -- Addition property of equality*

These are all “laws” which university level mathematicians use to talk with each other. But, the every day use of applied math by adults is much more important to learn than the jargon of this group of academics.

More students are going to drop-out of school if they are forced to learn this irrelevant trivia. We are already seeing fewer people going into teaching plus many are getting out of the teaching profession rather than put up with the chaos being imposed on them by the Federal government under NCLB and now the CCS.

A few private companies such as, Microsoft, Pearson and McGraw-Hill are funding much of the development and promotion of the CCS plus paying for the regional conferences to indoctrinate State Board members because they stand to rake in billions of our tax dollars in profits once all schools must purchase their products and/or testing and data analysis services. Talk about illegal “insider trading”!!

If the CCS are implemented, there will be NO local or state control of what and how our students are taught. Why even have elected school boards or State legislators if all of the decisions are being made by corporations and Federal bureaucrats behind closed doors? Who will be accountable? How do any of these CCS get changed if all states must agree on what is taught? Where is the longitudinal research data to show that the CCS are any better than the previous state reading and math standards or that student achievement will improve under these “new” standards? Plus, claiming that the CCS will make students “career ready” is a joke since most of the specific skills and knowledge required by each career will never be taught.

What other vital services and programs will the State Legislature have to cut to pay for the high cost of implementing the CCS? The local school districts will have the greatest expense as they are forced to buy new text books, conduct teacher in-service, purchase and maintain new computer networks, increase bandwidth and buy CCS “aligned” curriculum materials. Where do they or the state legislature get these millions of dollars??

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