

Dear Senator Farrow and Representative Thiesfeldt,

There have been questions about eighth grade algebra and the rigor of the curriculum. The National Mathematics Panel was set up to look at the foundations necessary for students to be prepared for algebra. One of their points in their report "Foundations for Success", which was agreed with by the Algebra 1 teachers they surveyed, was the importance of students learning fractions well. I have attached results of a question asked of 8th grade students in the 2011 Trends in Mathematics and Science Studies (TIMSS). The Common Core has a serious treatment of fractions which should be able to improve student understanding and ability to use fractions. I could go into details why this is likely, but will just mention that the Common Core uses a number line as the place where fractions live, and so students will know that fractions are numbers. In the attachment you will see that this knowledge is far from common in our students.

I hope to send you comments on algebra and the Common Core before your next hearing.

Sincerely,  
Richard Askey  
Professor Emeritus of Mathematics  
University of Wisconsin-Madison  
608-233-7900

## TIMSS fraction item

TIMSS is an international set of tests on mathematics and science which is given every four years in grades 4 and 8 to a sample of students, and occasionally for a sample of students taking advanced mathematics and physics in their last year in high school. All of these will be given in 2015.

The following useful link gives access to the released TIMSS-2011 items and the scores different countries made on these items.

<http://timssandpirls.bc.edu/timss2011/international-released-items.html>

Here is one eighth grade item on fractions.

### Item M 052228

Which shows a correct method for finding  $1/3 - 1/4$ ?

A  $(1 - 1)/(4 - 3)$

B  $1/(4 - 3)$

C  $(3 - 4)/(3*4)$

D  $(4 - 3)/(3*4)$

Here are some results. A second link is needed to see what percent students had on various answers, both correct and incorrect. Here is the link.

<http://timss.bc.edu/timss2011/international-database.html>

and then click on almanac.

The numbers are percents.

	Correct	A	B	C	D
Average	37.1	25.4	26.0	9.4	37.1
Korea	86.0	2.7	6.9	4.2	86.0
Singapore	83.1	4.8	5.5	6.5	83.1
Taipei	82.0	2.9	7.7	7.0	82.0
Hong Kong	77.0	4.0	8.7	10.0	77.0
Japan	65.3	15.4	11.1	8.2	65.3
Russia	62.8	12.3	18.8	4.8	62.8

Average	37.1	25.4	26.0	9.4	37.1
US	29.1	32.5	26.1	10.7	29.1
Finland	16.1	42.3	29.5	8.7	16.1

Canada did not take TIMSS as a country but some provinces did as did some US states. Here are some of these results

Mass.	44.4	21.4	20.8	9.9	44.4
Calif.	38.0	28.2	21.6	11.0	38.0
Minn.	35.1	23.5	26.3	14.0	35.1
Quebec	33.0	27.3	23.0	13.0	33.0
Ontario	32.5	27.7	22.4	14.0	32.5
Conn.	31.3	21.8	25.8	17.7	31.3
Alberta	27.8	34.7	23.7	12.3	27.8

There was a small percent of students who left the answer blank and an even smaller percent who did not reach this question.

One interesting fact is that among the 42 countries which tested 8th grade students, Finland had the highest percent of students who picked answer A and the third lowest percent correct. Chile had 11.7 correct and Sweden had 14.4 percent correct. The Finnish result is likely a surprise to the people who have praised the Finnish school system for their results on another international test, PISA. However university and technical college mathematics faculty in Finland will not be surprised. See an article signed by over 200 of them which is on the web at

<http://solmu.math.helsinki.fi/2005/erik/PisaEng.html>

Students who pick answers A or B have no idea what fractions really are. The answer  $\frac{1}{3} - \frac{1}{4} = \frac{(1-1)}{(4-3)}$  cannot be right since 1-1 is 0 so the fraction on the right is 0 and  $\frac{1}{3} - \frac{1}{4}$  is not zero. It cannot be  $\frac{1}{(4-3)}$  which is  $\frac{1}{1} = 1$  and  $\frac{1}{3}$  is less than 1 and something has been subtracted from it. For C,  $\frac{1}{3} > \frac{1}{4}$  so  $\frac{1}{3} - \frac{1}{4} > 0$ , but  $\frac{(3-4)}{(3*4)} = \frac{-1}{(3*4)} < 0$  so C is not correct. There is a little reason why students who knew something about fractions might have picked C. One can be careless and get a minus sign wrong. However, there is no good excuse for picking A or B.

Among the 42 countries which tested 8th grade students, the US had almost 60% picking A or B and Finland had over 70%.

Part of the Common Core treatment of fractions is to help students learn that fractions are numbers and they can and should be thought of as living on a number line. Addition and subtraction of whole

numbers has been done and students are moderately good at knowing what is happening there. Fraction addition and subtraction should be thought of as coming from whole number addition and subtraction, with equivalent fractions being the new part which makes this possible. For a short summary on how to do this see a paper in *American Educator* by Hung-Hsi Wu.

<http://www.aft.org/pdfs/americaneducator/fall2011/wu.pdf>

Lest a reader think that only East Asian countries can teach fractions well, one can consider the Flemish part of Belgium, i.e. Flanders. They did not take TIMSS-2011, but took TIMSS-1995. There was a somewhat similar fraction problem, to add three fractions. The US had a higher percent adding numerators and denominators than the international average and a lower percent getting the correct answer than the international average. We had more adding numerators and denominators than got the correct answer. Flanders had a very small percent adding numerators and denominators, less than some of the well performing East Asian countries, and a very high percent getting the result correct, again higher than some of these East Asian countries.

What content is taught and how it is taught from a mathematical point of view is very important. One cannot just assume that things like this will be done adequately, much less done well.

Richard Askey

Professor Emeritus of Mathematics

University of Wisconsin-Madison

Dear Senator Farrow and Representative Thiesfeldt,

Here is some 2011 NAEP data for mathematics from the U.S. and a few states which I put together for local use. Wisconsin and Minnesota both have significant numbers of Hmong which explains their low scores for Asian-Americans.

Here are a few figures to see how well Wisconsin does relative certain states.

Average scores for fourth grade

	All	White	Black	Hispanic	Asian.Amer-Pac.Island
US	240	249	224	229	256
Illinois	239	249	219	226	258
Mass	252	258	236	232	264
Minn	249	255	227	232	243
South Car	236	245	220	232	---
Texas	241	253	232	235	263
Wisconsin	245	251	217	228	242

Average scores for eighth grade

US	283	293	262	269	302
Illinois	281	294	260	272	315
Mass	299	305	272	271	314
Minn	294	300	264	269	283
South Car	280	293	263	269	---
Texas	290	304	277	283	316
Wisconsin	289	295	256	270	290

In 8th grade, when looking at the data by race, Wisconsin looks like South Carolina and Texas is well above Wisconsin. This is not where we should be.

Sincerely,  
Dick Askey

Richard Askey  
Dept of Mathematics  
Univ. of Wisconsin-Madison  
[askey@math.wisc.edu](mailto:askey@math.wisc.edu)  
608-233-7900

THIS MESSAGE IS BEING SENT ON BEHALF OF WTCS PRESIDENT MORNA K. FOY.

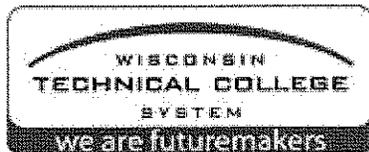
Good Afternoon,

Attached please find the Wisconsin Technical College System's letter to the members of the Select Committee for Review of Common Core Standards. Please call if any questions.

Thank you.

*Judy Barbian*

Executive Staff Assistant  
Wisconsin Technical College System  
4622 University Avenue | Madison, WI 53705  
Ph. 608.266.8604 | Fax: 608.266.1285  
[judy.barbian@wtcsystem.edu](mailto:judy.barbian@wtcsystem.edu)





October 11, 2013

Members of the Select Committee for Review of Common Core Standards  
Wisconsin State Legislature  
P.O. Box 8953  
Madison, WI 53708

Dear Committee Members:

On behalf of the Wisconsin Technical College System (WTCS), I write in support of Wisconsin's commitment to improving higher academic standards for K12 education. We believe that education, at all levels, benefits from research-based standards.

The WTCS participated with several bipartisan state and national groups over the last several years to reach agreement in creating standards that would support local K12 districts in their efforts to develop curricula that lessens the need for remediation and moves students more efficiently and effectively toward college and career readiness. Promoting local flexibility in achieving the baseline standards represented by Common Core and encouraging adoption of even more rigorous standards are valuable tools for improving educational opportunity for all Wisconsin students.

We look forward to continuing to work with state and local officials, educators, business and other stakeholders in improving the college and career readiness of all students. Wisconsin's economy depends on it.

Regards,

A handwritten signature in black ink, appearing to read "Morna K. Foy". The signature is stylized and cursive.

Morna K. Foy  
President



James and Virginia  
E11248A Birnam Woods Road  
Baraboo

Thank you for holding the Common Core (CCSS) hearings across the state. Please know that we stand AGAINST Common Core State Standards in the state of Wisconsin and would like to be registered as such for the hearing since we cannot attend. Thank you and God bless you for all you do!

Good Evening Representatives,

Thank you for your service to the Committee on Common Core. I live in West Bend, WI and am unable to make it to the meeting Wednesday evening, October 16<sup>th</sup> in Fond du Lac, but I do want my voice heard!

I do NOT agree with the Common Core State Standards or how it snuck into the educational system for public, private, charter schools and home-schools. I want all federally funded standard, curriculum, text books, and tests to be removed because it undermines local control. I cannot accept the dummying down of education, communism, socialism, relativism or the invasion of privacy with data mining that is tied to the Common Core State Standards.

There are reasons why James Milgram and Sandra Stotsky, members of the Common Core Validation Committee, wouldn't sign off on Common Core. It's become all about the money, not about educating our children for the future. Private organizations developed Common Core and it was neither debated in public nor enacted by state legislators. There is an immense amount of money flowing to public education because of Common Core implementation and to specific companies that are CC public-private partners that develop curriculum, create tests, and educators to teach Common Core. Senator Charles Grassley is asking the Senate Appropriations Committee to cut off funds that allow the Obama administration to cajole states into adopting Common Core Standards and national standardized tests by tying some funding to CC adoption. Grassley is challenging other legislators to co-sign his letter to the Appropriations Committee.

I beg you to research, review, listen to the evidence and the families living with Common Core. Math and English Language Arts/Literacy are already in the public schools in West Bend, Science curriculum has been developed, they are working on a sex education curriculum now and I shudder to think what's included. **PLEASE, PLEASE REMOVE Common Core from our schools!**

Respectfully,

Mrs. Mary Wild  
Homeowner, Taxpayer, Mother  
3385 Rock Ridge Rd, West Bend, WI 53095

Good Morning Representatives,

First I want to thank you for your service and membership in the bipartisan committee on Common Core Standards in Wisconsin. I am unable to attend the public hearing Wednesday, October 16<sup>th</sup> in Fond du Lac but DO want my voice heard.

I do NOT agree with the Common Core State Standards or how it snuck into the educational system for public, private, charter schools and home-schooling. I want all federally funded standard, curriculum, text books, and tests to be removed because it undermines local control. I cannot accept the dumbing down of education, communism, socialism, relativism or the invasion of privacy with data mining that is tied to the Common Core State Standards. PLEASE REMOVE Common Core from our schools!

Thank You,

~Mrs. Mary Wild

Taxpayer, Homeowner, Mother

3385 Rock Ridge Road, West Bend, WI 53095

[Mwild2@charter.net](mailto:Mwild2@charter.net)

Phone: 262.353.3414

Dear Representative Thiesfeldt,

Please present the following resolution from the Baraboo School Board for your committee's consideration.

We will be unable to attend the rest of the public sessions in person.

If you have any questions please call me.

--

Doug Mering  
Legislative Contact  
Baraboo School Board  
pH 1-608-434-7968  
email: [dmering@barabooschools.net](mailto:dmering@barabooschools.net)



## SCHOOL DISTRICT OF BARABOO

101 Second Avenue  
Baraboo, WI 53913  
(608) 355-3950 • Fax (608) 355-3960  
[www.baraboo.k12.wi.us](http://www.baraboo.k12.wi.us)



October 15, 2013

Reference Baraboo Common Core Resolution

Dear Representative Thiesfeldt,

Please present the following resolution to the Assembly Special Committee on the Common Core which passed unanimously on October 14th by the School District of Baraboo Board of Education:

The Baraboo Board of Education resolves to support the Common Core State Standards for Mathematics and English Language Arts and encourages the Legislature and Governor to continue to support them too for the following reasons:

1. We do not feel it takes away our local control in making decisions on the type of curriculum, instructional material and assessments we use.
2. We believe that the Common Core State Standards for Math and English Language Arts sets and clarifies a rigorous benchmark that when met will help our students in becoming college and career ready.
3. These are standards which establishes an academic floor not a ceiling for our students.
4. It would not be fiscally prudent to drop the CCSS at this point. We have invested a tremendous amount of time and money into our professional development of our teachers, administrators, and staff to utilize the CCSS. We also have spent a significant amount of money for curriculum resources that align with the Common Core.
5. If the Common Core in State Standard is repealed it will place our District years behind where we are now at the level of education we can provide to our students. That is even with the assumption that a standard could be provided that would be benchmarked to as high a level as the currently approved CCSS.
6. Much of the work with the Educator Effectiveness initiative would also be needed to be placed on hold. Without the current CCSS standard and training of our teachers, administrators have in place then we would have to go back to ground zero on our training and implementation.

We would appreciate if you consider this in your deliberations on this subject.

Sincerely,

Doug Mering  
Legislative Contact  
Baraboo School Board



## SCHOOL DISTRICT OF BARABOO

101 Second Avenue  
Baraboo, WI 53913  
(608) 355-3950 • Fax (608) 355-3960  
[www.baraboo.k12.wi.us](http://www.baraboo.k12.wi.us)



cc- Representative Knudson (Vice- Chair)  
Representative Pridemore  
Representative Knudson ( Vice-Chair)  
Representative Larson  
Representative Steineke  
Representative Schraa  
Representative Pope  
Representative Sinicki  
Representative Hesselbein  
Representative Clark  
Representative Vos  
Representative Kestell  
Governor Walker  
Dr. Crystal Ritzenthaler  
WASB- Dan Rossmiller  
WASB- Joe Quick  
Baraboo School Board

October 15, 2013

Good Evening Representatives,

Thank you for your service to the Committee on Common Core. I live in West Bend, WI and am unable to make it to the meeting Wednesday evening, October 16<sup>th</sup> in Fond du Lac, but I do want my voice heard!

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I ask you to research, review, and listen to the evidence and the families living with Common Core. Math and English Language Arts/Literacy are already in the public schools in West Bend, Science curriculum has been developed, they are working on a sex education curriculum now and I shudder to think what's included. **PLEASE, PLEASE REMOVE Common Core from our schools!**

Thank you for your consideration.

Jean Weymier

1372 Bobolink Lane

West Bend, WI 53095

Concerned Citizen and mother

Good morning!

Please add our names to those opposing Common Core.

We are unable to physically be present at the hearing.

Thank you for taking up the gauntlet in the fight against this tool of mass indoctrination.

Respectfully,

Adriana and Myron Bodnar

262-241-2818

Mequon, WI

Rep. Thiesfeldt,

I have been an educator in Wisconsin for 37 years. I began as a middle school reading teacher and have worked in both parochial and public schools as a remedial reading teacher and a district reading specialist, most recently in Watertown. Currently, I am consultant for the Hustisford school district.

I have been attending meetings and working with the Common Core State Standards since 2010. I feel they are the best hope we have to prepare children across the state for the kind of reading they will be expected to do in college and career placements. They are rigorous, specific to each grade level and achievable. Wisconsin's former standards were only at Grades 4, 8 and 10 and were very general. We had to adapt them for lower grade with uneven results.

There has been some misinformation being circulated about CCSS.; for instance, they are a national curriculum. They are a set of standards – not a curriculum-- and each state and each school district still decides how to meet them—what materials and what instruction. They were created by the Council of Chief State Officers and the National Governors Association—not the federal government. They are not Obamacore, as I have seen them called. Although the Department of Education has embraced them, they did not create them.

My grandchild is a Wisconsin student during the time of No Child Left Behind. After all the testing he is still basic although both his parents read to him and my son is college educated. Obviously, more needs to be done and I feel the CCSS are the answer.

Too many times children in different communities experience less rigor and the CCSS is the chance to lift the expectations for all our children. Please give them a chance!!

Jan Detrie

Dear Common Core Committee Representatives:

I am a kindergarten teacher in Cottage Grove, Wisconsin. I have attached a letter that I wrote to Governor Walker on September 25th regarding the Common Core, as I am unable to attend the Common Core hearings. I appreciate your consideration of the viewpoints of educators.

Respectfully,  
Emily Foster

Dear Governor Walker:

I read today's article in the Wisconsin State Journal entitled, "Walker: Standards too Weak". The article states that you believe our state should have more rigorous academic standards than the Common Core Standards. While I appreciate your interest in the success of our students, I invite you to please visit my kindergarten classroom to observe what is expected of my students as a result of the Common Core. Kindergarten students are adding and subtracting numbers through ten, reading a variety of genres, engaging in high level phonics work (previously intended for upper grade levels), writing narrative, persuasive and opinion essays, and engaging in other highly rigorous skills that tie to the Common Core. Students are developing learning goals and are assessed through daily formative assessments and standardized assessments. Kindergarten students complete homework. Expectations are high, teachers set goals for their students and work together to ensure that students learn to their fullest potential. Our students' school day looks very different than it did even five years ago and drastically different than their parents' kindergarten days.

I invite you to visit my classroom and school district to see how the Common Core is affecting our kindergarten students, and students of all ages, and then decide if the Common Core Standards are indeed too weak. I believe that they are appropriate for our students.

If I could suggest a better approach, it would be to examine those schools who are doing great things, have positive outcomes, and are earning awards and recognition. Find out what those schools are doing and try to capture that success.

Sincerely,  
Emily Foster  
Kindergarten Teacher  
Taylor Prairie School  
Cottage Grove, WI  
Monona Grove School District  
608-839-2120 (direct line to classroom)  
608-839-8515 (Taylor Prairie office)  
608-698-9403 (personal cell phone)  
[emily.foster@mgschools.net](mailto:emily.foster@mgschools.net)

Home Address:  
728 Willow Run Street  
Cottage Grove, WI 53527

I am here as a representative of the Wisconsin Association of Supervision and Curriculum Development. WASCD has been a state leader in curriculum and instruction for 65 years. The organization is non-partisan with a focus on improving student achievement through quality curriculum and instruction. Members of the organization include superintendents, curriculum directors, principals, teachers, and other educational professionals.

As experts in curriculum and instruction, we are committed to supporting the use of the Common Core standards as the foundation for the instruction and assessments.

The state's previous Model Academic Standards were a patchwork of expectations only providing what students should know and be able to do at grades 4, 8, and 12. The Common Core Standards provide a clearly articulated set of expectations across each grade level.

By having a consistent set of academic expectations through Common Core Standards, districts are able to collaborate and develop greater opportunities for equity and access to key skills and concepts that are aligned with college and career expectations.

The Common Core Standards serve as a guide for local districts. The standards are not curriculum. Districts still have local control related to specific outcomes, curriculum, resources and assessments that are used.

Long term, the question that needs to be asked is "Do the Common Core Standards in reading and math better position our Wisconsin students to be competitive nationwide and worldwide, in college and viable careers?"

Institutes of higher education support the Common Core Standards because it raises the bar for our students. Businesses across the state support the Common Core because students better understand and can use critical skills in math, literacy, and problem solving to be more effective employees.

WASCD, with its 700 members, goes on record as supporting the Common Core Standards as a significant component of systemic improvement in math and literacy across the state.

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Maureen Markon  
Special Education Director  
Waupaca School District  
715-258-4124  
Fax 715-258-4125

Greetings,

I am opposed to the Common Core standards for many reasons. Some of the reasons that I am opposed are:

- 1) The increased costs for educational materials, teacher training, and technology upgrades.
- 2) Loss of local autonomy. States must not change Common Core standards and must adopt them all at once, and may only add up to an additional 15% of requirements.
- 3) I do NOT believe that one size fits all, and am very skeptical of federal government regulations and mandates with strings attached. There has been a decline in the quality of public education ever since the creation of the U. S .Dept. of Education was created.

Sincerely,

Ernest Wilhelm, taxpayer

Menasha, WI. 54952

Rep. Thiesfeldt,

As a retired educator, I am deeply concerned about the adoption of Common Core Standards in Wisconsin. This is not going in the right direction. Requiring teachers to spend close to a third of their time administering standard tests rather than teaching turns them into proctors, and when they do teach it is always with one eye on the upcoming tests, not on the what the individual child is learning. Losing the local control of our education system is not going in the right direction. The federal government take over of our education process of our children is something that individual states have been granted, parents expect, and local school boards can handle. Why reduce our education system to one that is trying to "dumb down" our schools to conform to other countries, including third world systems.

Roberta Hilgendorf  
1201 N 9th St.  
Manitowoc, WI 54220  
920-629-8474

Rep. Thiesfeldt,

I am unable to attend today's hearing in Fond Du Lac, but Dr. Suzanne Katz, Chair of the Educational Studies Department at Ripon College, will attend and speak on behalf of our department. She will also bring to you some documents we believe should be part of the public record of the discussion of this very important issue.

Sincerely,

Jeanne F. Williams

Professor of Educational Studies

Ripon College

Dear Senator Farrow and Representative Thiesfeldt,

*Please make my written statement available to members as I will be unable to attend the hearings.*

My name is Paul Uhren. I presently serve as the Director of Teaching and Learning for the Ellsworth Community School District in Western Wisconsin. I have served children in Western Wisconsin over the past 24 years as a teacher, principal and now director. I have seen many changes over those 24 years, some good and some not so good for student achievement.

One of the best moves that the State of Wisconsin made as far as increasing the rigor and relevance, in my opinion, was the adoption of the Common Core Standards in the areas of English/Language Arts, Literacy Across the Curriculum, and Mathematics.

First hand I have worked with teachers re-writing and evaluating the curriculum to match these new standards. Before, the standards were many, were broad in their focus, and were guidelines to be met by grades 4, 8 and 10. Now, the standards are more focused, bench-marked for each grade level, and go to a greater depth, to increase the students knowledge and understanding. Ultimately, we are doing a much better job of preparing the students to be college and career ready.

Our district alone last year, devoted 2 eight hour days of in-service time to each teaching staff member in the areas of Mathematics and English/Language Arts to work on the aligning our curriculum, revising and revamping, and rewriting when necessary. This involved hiring substitute teachers, as well as additional outside of the classroom work on the teacher's part. Overall, many hours were expended by our teachers to bring our curriculum up to the expectations of the Common Core.

Our district supports and has approved the use of the Common Core Standards in our schools. I ask you, too, to support the DPI's adoption of the Common Core Standards in English/Language Arts, Literacy across the Curriculum, and Mathematics. I also, encourage you to allow the DPI to continue their adoption of the Next Gen Science Standards and the further development of the Social Studies Standards.

I have not been this excited about the changes in curriculum in my 24 years of serving the students in Western Wisconsin. We expect great things from our students that in the end will benefit the State of Wisconsin!

Thank you for your time and support of the Common Core Standards.

**Paul J. Uhren**  
Director of Teaching and Learning  
300 Hillcrest Street  
Ellsworth WI 54011

**Common Core State Standards Information Packet**  
**Wednesday, October 16th, 2013**  
**Fond du Lac, WI**

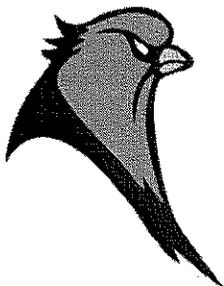
**Thank you for the opportunity to speak today – included in this document are:**

- A copy of the letter I will be sharing in my presentation
- Quotes supporting the Common Core from all Political Ideologies
- Samples of Common Core State Standards from (Language Arts and application to Social Studies)

**Key Definitions**

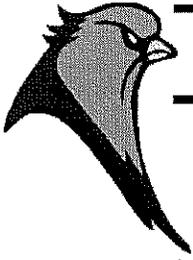
- **Standards** – skills and benchmarks expected to be attained
- **Curriculum** – context, lesson design and subject matter used to help learn standards

If I can answer any question or be of any help please contact me at  
(920) 539-7151 or email at [asadoff@nfdlschools.org](mailto:asadoff@nfdlschools.org).



A handwritten signature in black ink, appearing to read "Aaron Sadoff". The signature is fluid and cursive.

*Aaron Sadoff – Superintendent  
The School District of North Fond du Lac*



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## THE SCHOOL DISTRICT OF NORTH FOND DU LAC

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225 McKinley Street  
North Fond du Lac, WI 54937

October 16<sup>th</sup>, 2013

**RE: Common Core State Standards are good for the School District of North Fond du Lac**

Dear Committee:

*Many are here because they **think** that Common Core State Standards were forced upon our state in a quiet, sneaky way and that this maneuver is a conspiracy to have the federal government start to influence states more and more and dictate how we teach our students. This could not be farther from the truth. First, the federal government cannot even run themselves let alone influence and dictate what goes on in the School District of North Fond du Lac (and others in our state) and secondly, the Common Core has been being implemented, discussed and shared for the past 3+ years, but now because of clear lies and mistruths people are being purposely misled, subjected to scare tactics and energized to disagree with an educational initiative that is already helping our schools improve! Education in the state on Wisconsin is not broke! It is very good, but we can do better and the Common Core is helping us improve! Here is a short story of the journey as I see the Common Core emerging as a tool to help us improve to help all students grow and achieve. **AND SAVE MONEY AND RESOURCES!***

There is a great nation that is struggling to maintain being a world power and a functional democracy. Everyday people are trying to fix blame on why things are not working and working in ideological caucuses at federal, state and local levels. Resources are being stretched thin. Social media and technology are bolstering more and more information faster and faster (not all that is accurate). A prevalent thought has once again come to the fore front of people's minds – public education you are failing us you are not doing your job!

Educators, Legislators, Parents, School Boards all work tirelessly, to make educational expectations and delivery better. Every day the students will come to school and the teachers would teach. The curriculum and standards grew – not coordinated or applied equally across schools even within states. Everyone worked hard and got out of the process directly what the process allowed.

Since the inception of this great nation, the 10<sup>th</sup> Amendment of the United States Constitution allocated all rights not included in the Constitution to be allocated to the states. Education and the development and implementation of curriculum are one of those rights that states took upon themselves and crafted and articulated in each constitution. As time evolved, the states' educational standards evolved at different paces, expectations, and directions. Through many "crisis" in education, from Sputnik in the late 1950s that put an emphasis on science and instigated the "Race to the Moon" to the 1983 report a "Nation at Risk" to the 2001 bi-partisan "No Child Left Behind Act" and focus on accountability – this nation has struggled to fundamentally align resources necessary to truly change the learning opportunities of our students.

Educators, Legislators, Parents, School Boards all work tirelessly, **alone** to make educational expectations and delivery better.

Then, one day the National Governors Association (**not** Senator Obama or President Bush) organized a group (48 states participating) to look at articulating clear and concise expectations (not curriculum) in the educational foundation of math and language arts (including reading, writing and communication). Working together, studying international benchmarks and state developed standards, the group lead by a diverse group of educational experts formulated The Common Core State Standards. The standards would be skill – based expectations with suggestions of exemplar examples of content that could help students reach higher educational growth. What the standards emerged as were:

- a floor, not a ceiling
- standards not curriculum
- a logical and research-based progression of skills to master – in-depth math and language arts abilities to help all students succeed
- an opportunity for states to work collectively on expectations, but leave each state and local school district the flexibility to deliver the standards in a way that was meaningful to the student and acceptable by the community
- **an opportunity for local educators and communities to focus on the “how” of education – not the what**

Because of these Standards, states can now work together on improving education by having the same expectations, but harnessing millions of ideas and professionals to find best practices and meet the needs of all students to become more college and career ready.

Because of that, states can now allocate funding in a better and more resourceful way, not having the burden of recreating standards yearly and utilize educational resources to fundamentally transition from teaching to learning! Bolstering curriculum for all-students!

Until finally all families, no matter where they live in the United states of America or abroad, no matter where they move – all educators, no matter where they serve students – all educational providing businesses across the world – have a clear understanding of the basic skills in math and language arts that are expected to be addressed at each year of a child’s educational journey – making the education of students more efficient and effective.

The Common Core State Standards are about raising expectations, coordinating resources, saving money and ultimately being a cornerstone of the future of public education to ensure equity to all and **reinforce the importance of local control and ideology!**

Sincerely,



**Aaron Sadoff – Superintendent**

Phone (o): (920) 929-3750

Phone (m): (920) 539-7151

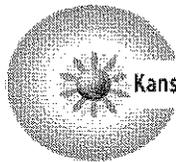
Email: [asadoff@nfdlschools.org](mailto:asadoff@nfdlschools.org)

October 16<sup>th</sup>, 2013

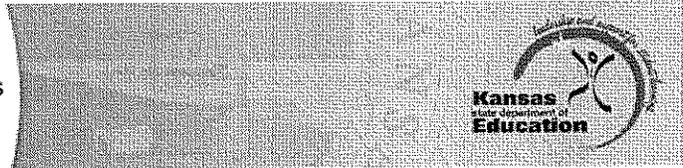
*Thank you to the state of Kansas for the collection of quotes from all political ideological people on the Common Core State Standards.*

*I ask you to please be honest about this process – if it is not about the content of the Common Core State Standards and is about how the Common Core was adopted, please address that issue. The Common Core State Standards are not the “end all be all,” but they are better than what we had and will help our country, state and the School District of North Fond du Lac better serve our customers – the future voters and engine of our democracy – the children!*

Thank you,



Kansas College and Career Ready Standards



## Supportive Common Core State Standards Quotes

### POLICYMAKERS

“These Common Core State Standards evolved as governors and state leaders were talking about what we could do together to raise standards—not a Washington solution, but a voluntary effort on the part of the leaders of the states. In fact conversations about these standards began long before President Obama occupied the White House...Common Core State Standards are a state driven solution to address the large number of high school graduates who have to take remedial courses in college...Imagine finding out your child’s ACT test score wasn’t high enough to get her into college, or that she if she did get in, ended up taking two semesters worth of classes that don’t count toward her college degree. That means you’re paying university prices for what your child was supposed to learn for free in high school.”<sup>1</sup>

– **Mike Huckabee**, former Governor of Arkansas  
June 3, 2013

“Under my leadership and the leadership of the State Board of Education and Superintendent of Public Instruction, Arizona adopted more rigorous standards in late June 2010. These standards represent a significant improvement over Arizona’s current standards and were developed by governors and other education leaders from the best standards across the nation through the “common core” program.”<sup>2</sup>

– **Jan Brewer**, Governor of Arizona

<sup>1</sup> <https://d3dsx5kjruafly.cloudfront.net/wp-content/uploads/Huckabee-2013-Oklahoma-Common-Core-Letter.pdf>

<sup>2</sup> <http://janbrewer.com/on-the-issues/improving-our-schools>

“Today, all students—not just top students—need to master math, science, English, and social studies and learn skills in problem solving, thinking creatively and communicating clearly. Our goal can’t just be for Iowa students to be best in the nation again. We must make sure Iowa students can compete with young people in countries with the highest-performing schools. Our youngsters deserve to be as well educated as those in Canada, Japan and Australia, among other places.”<sup>3</sup>

– **Terry Branstad**, Governor of Iowa  
July 25, 2011

“These standards, the Common Core standards, are clear and straightforward. They will allow for more innovation in the classroom, less regulation, they’ll equip students to compete with their peers from across the globe.”<sup>4</sup>

– **Jeb Bush**, former Governor of Florida  
May 30, 2013

“The Common Core State Standards are an example of states recognizing a problem, then working together, sharing what works and what doesn’t.”<sup>5</sup>

– **Jeb Bush**, former Governor of Florida and **Joel Klein**, former Chancellor of the New York City Public Schools  
June 23, 2011

“The Common Core State Standards are a building block in our state’s education system meant to ensure that teachers and districts can innovate within a framework of high expectations and accountability. They are based on the fundamental belief that every child in every classroom deserves an education that will properly equip them with the skills they need for college and a career. Our aggressive implementation of these standards in partnership with districts will ensure that our children have an education that will serve them well in the next stages of their lives.”<sup>6</sup>

– **Chris Christie**, Governor of New Jersey  
September 13, 2011

## **BUSINESS LEADERS**

“As America’s business leaders, we firmly believe that the Common Core State Standards are critical to building and maintaining an American workforce that can compete in the global economy, and we believe their adoption and implementation are inextricably linked to the success of our nation and our children.”<sup>7</sup>

– **Governor John Engler**, president of the Business Roundtable  
May 10, 2013

“World class academic standards are helping ensure that every single student is held to the same high expectations—and given the solid educational foundation—they need to succeed in both school and career. We now look beyond just aggregate and average figures; we also look at subgroups of students, like English Language Learners, who may need more support to reach higher standards. We are accurately reporting graduation rates. And we are bringing renewed priority to improving our nation’s lowest performing schools.”<sup>8</sup>

– **Ed Rust**, chairman and CEO of State Farm Mutual  
March 30, 2013

<sup>3</sup> *Des Moines Register*: <http://blogs.desmoinesregister.com/dmr/index.php/2011/07/25/branstad-calls-for-increasing-iowas-academic-standards/>

<sup>4</sup> [http://www.mlive.com/education/index.ssf/2013/05/national\\_education\\_leaders\\_war.html](http://www.mlive.com/education/index.ssf/2013/05/national_education_leaders_war.html)

<sup>5</sup> *Wall Street Journal*: <http://online.wsj.com/article/SB10001424052702304070104576399532217616502.html>

<sup>6</sup> Office of the Governor of New Jersey: <http://www.state.nj.us/governor/news/news/552011/approved/20110913a.html>

<sup>7</sup> Business Roundtable: <http://businessroundtable.org/news-center/brt-letter-to-republican-national-committee-supporting-common-core-std/>

<sup>8</sup> [http://www.cnn.com/ID/100598059#\\_gus](http://www.cnn.com/ID/100598059#_gus)

"Good paying jobs are going unfilled because U.S. workers don't have the skills for the positions. The Common Core State Standards are part of the solution and ensuring educators...know how to implement them is absolutely critical."<sup>9</sup>

– **Robert Corcoran**, president and chairman of the GE Foundation  
July 13, 2012

"The standards are a staircase, and each step equips you to do more complex tasks...Their purpose is to create great learners, not to transmit facts. As long as we all want our students to be able to read complex text and solve difficult equations, the Common Core State Standards should not be controversial."<sup>10</sup>

– **Bill Gates**, co-chair Bill and Melinda Gates Foundation  
July 11, 2012

"As a former CEO of a Fortune 500 company, I know that common education standards are essential for producing the educated work force America needs to remain globally competitive. Good standards alone are not enough, but without them decisions about such things as curricula, instructional materials and tests are haphazard. It is no wonder that educational quality varies so widely among states."<sup>11</sup>

– **Craig Barrett**, former CEO, Intel Corp.  
April 6, 2010

"The CCSS are elegant, clear and consistent -- and they will enable those who wish to pursue careers in science, technology, engineering and mathematics to go farther faster."<sup>12</sup>

– **Craig Barrett**, former CEO, IntelCorp., and **Michael Cohen**, Achieve  
June 30, 2013

"Since the release of A Nation at Risk in 1983, it has been increasingly clear that despite incremental reforms and progress in some states and school districts, academic expectations for American students have not been high enough. K-12 education in the United States leaves far too many students unprepared for postsecondary education and the 21<sup>st</sup> century workplace. There is no reason why students in the United States should not achieve at the same levels as their international peers in high-performing countries."<sup>13</sup>

– **John J. Castellani**, President and CEO, Business Roundtable (BRT)  
March 10, 2010

## MILITARY LEADERS

"Like the Interstate Compact on Educational Opportunity for Military Children that provides common guidelines for states to follow in handling issues that impact children of military families as they transition between schools, the rigor of the proposed academic Common Core Standards will be a benefit to military dependent students everywhere."<sup>14</sup>

– **Gen. Benjamin C. Freakley**, Commanding General,  
United States Army Accessions Command

<sup>9</sup> *The Stamford Times*: [http://www.thehour.com/stamford\\_times/news/stamford-educators-heading-south-for-conference/article\\_edf614d0-ccfe-11e1-89d9-001a4bcf6878.html](http://www.thehour.com/stamford_times/news/stamford-educators-heading-south-for-conference/article_edf614d0-ccfe-11e1-89d9-001a4bcf6878.html)

<sup>10</sup> Bill Gates Speech to the Education Commission of the States, July 11, 2012.

<sup>11</sup> *Wall Street Journal*: <http://online.wsj.com/article/SB10001424052702304017404575165682594015398.html?requestid=110713>

<sup>12</sup> *Orlando Sentinel*: [http://articles.orlandosentinel.com/2013-06-30/news/os-ed-common-core-standards-063013-20130701\\_1\\_new-standards-ccss-higher-education](http://articles.orlandosentinel.com/2013-06-30/news/os-ed-common-core-standards-063013-20130701_1_new-standards-ccss-higher-education)

<sup>13</sup> *Business Wire*: [http://www.businesswire.com/portal/site/home/permalink?ndmViewId=news\\_view&newsid=20100310006782&newsLang=en](http://www.businesswire.com/portal/site/home/permalink?ndmViewId=news_view&newsid=20100310006782&newsLang=en)

<sup>14</sup> [http://www.corestandards.org/assets/ccsi\\_statements/StatementArmy.pdf](http://www.corestandards.org/assets/ccsi_statements/StatementArmy.pdf)

"I am deeply proud of all those who have served our state and country and of the 19,000 current members of the Pennsylvania National Guard. But I am alarmed about the reduced number of young men and women who can meet all of the qualifications required to serve in our Armed Forces. Too many high school graduates do not have the skills the military needs. Pennsylvania's Common Core Standards will help ensure that students are receiving a high-quality education consistently, from school to school and state to state."<sup>15</sup>

–**Gen. Wesley Craig**, Adjutant General Major, Pennsylvania, United States Army  
May 14, 2013

## EDUCATORS

"The CCSS in the hands of an effective educator will prepare our students for college and career. Many naysayers claim that the standards present a one-size-fits-all approach to education and that it just won't work for our special education students. This just isn't true. In fact, the learning progressions in the CCSS actually offer teachers a much more targeted way to identify a student's areas of need. Previous curricula lacked any meaningful coherence between grade levels or within subject areas."<sup>16</sup>

– **Greg Mullenholz**, Math Content Coach and a 2013 Hope Street Group National Teacher Fellow  
June 26, 2013

"I'm originally from another state. The biggest thing is, if I'm in the state of Florida, I also know that children in another state are also learning this information. So it's leveling the playing field and closing the achievement gap. No matter where you're at, no matter what socioeconomic level you're working on, no matter where you grew up... this is what every child at first grade should know no matter what."<sup>17</sup>

– **Angela Maxey**, principal, Sallye B. Mathis Elementary School, Florida  
July 5, 2013

"When I look at the standards, I don't see a document that tells me what to teach or gives me a curriculum; rather, I see an underlying organization that gives us collective purpose."<sup>18</sup>

– **Sarah Brown Wessling**, 2010 National Teacher of the Year and Teacher, Johnston High School  
September 17, 2012

"To me, the Common Core represents an empowering opportunity for teachers to collaborate, exchange best practices and share differing curricula – because a common set of standards is not the same thing as a common curriculum."<sup>19</sup>

– **Darren Burris**, Teacher, Boston Collegiate Charter School  
March 6, 2012

"...Common Core standards has exponential advantages for our communities and families by graduating career- and college-ready students who can think globally and problem solve creatively and collaboratively. By graduating a pool of capable work-ready employees, Tennessee will attract new businesses to our state and continue to grow already established businesses. Successful, lucrative employment is the key to keeping our communities alive and vibrant, and through our continued drive and initiative, we can help make it happen."<sup>20</sup>

– **Melanie Amburn**, Elementary Supervisor of Instruction, Loudon County Schools  
August 10, 2012

<sup>15</sup> <http://www.missionreadiness.org/2013/military-business-leaders-support-pennsylvania-common-core-standards-to-ensure-future-national-and-economic-security/>

<sup>16</sup> <http://www.takepart.com/article/2013/06/26/op-ed-inclusion-common-core-good-students-special-education>

<sup>17</sup> <http://stateimpact.npr.org/florida/2013/07/05/why-one-principal-thinks-the-common-core-is-part-of-an-equitable-education/>

<sup>18</sup> *Washington Post Answer Sheet*: [http://www.washingtonpost.com/blogs/answer-sheet/post/a-defense-of-common-core-state-standards/2012/09/16/94b8f2fa-0072-11e2-b260-32f4a8db9b7e\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/a-defense-of-common-core-state-standards/2012/09/16/94b8f2fa-0072-11e2-b260-32f4a8db9b7e_blog.html)

<sup>19</sup> *The Hechinger Report*: [http://hechingerreport.org/content/there-are-no-miracles-but-there-are-teachers-an-educators-view-on-the-common-core\\_8045/](http://hechingerreport.org/content/there-are-no-miracles-but-there-are-teachers-an-educators-view-on-the-common-core_8045/)

<sup>20</sup> *The SCORE Sheet*: <http://thescoresheet.org/2012/08/10/the-most-necessary-ingredient-for-successful-implementation-of-the-common-core-standards/#more-4776>

“The K-12 standards work recognizes that students in the United States are now competing in an international environment and will need to meet international benchmarks to remain relevant in today’s workplace. We are pleased that both college and career readiness have been considered as the standards were developed and view this work as foundational in the effort to address the full range of academic, employability and technical skills that students need to be successful. ACTE looks forward to working with NGA, CCSSO and states as the K-12 standards are implemented.”<sup>21</sup>

– **Janet B. Bray**, CAE, Executive Director, Association for Career and Technical Education  
June 2, 2010

“For years we have struggled to articulate expectations and standards to help all students achieve their full potential. In particular, we have struggled to align student learning at the end of high school with the demands of college-level work, beginning with core areas such as mathematics and language arts. This task has become more of an obligation as we open the doors of higher education to more students, and it has become more important as we seek to ensure student success, increase education attainment, and meet the demands of a competitive workplace and global economy. Clear learning goals for these fundamental skills through K-12 education will give students and teachers a better roadmap toward the goal of success in college and life.”<sup>22</sup>

– **Paul E. Lingenfelter**, President, State Higher Education Executive Officers  
June 2, 2010

“It only makes sense that we have some platform of expectations in terms of rigorous common standards in core subjects across this nation if we’re going to be able to reasonably compare achievement, progress, and learning.”<sup>23</sup>

– **Kay Persichitte**, Dean, University of Wyoming College of Education  
April 5, 2010

“The Common Core State Standards in mathematics (CCSSM) are the first step in an ambitious undertaking to create a system where all students meet the same, challenging expectations.”<sup>24</sup>

– **Dr. Hung-Hsi Wu**, Professor of Mathematics, University of California at Berkeley  
September 20, 2012

## PARENTS

“Common Core creates equal footing for graduating students in participating states. However, there is one group of students who are near and dear to my heart that will particularly benefit — military-connected children...Essentially, Common Core standardizes expected education outcomes across the country but leaves room for teacher creativity in implementing the standards. For a military-connected student, education standardization is a good thing.”<sup>25</sup>

– **Amy Zink**, Parent  
August 28, 2012

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<sup>21</sup> Ibid.

<sup>22</sup> Retrieved from CoreStandards.org 12/20/11

<sup>23</sup> Casper Star-Tribune: [http://trib.com/news/state-and-regional/article\\_525c3d8e-40b9-11df-9236-001cc4c03286.html](http://trib.com/news/state-and-regional/article_525c3d8e-40b9-11df-9236-001cc4c03286.html)

<sup>24</sup> The Huffington Post: [http://www.huffingtonpost.com/hunghsi-wu/math-education\\_b\\_1901299.html](http://www.huffingtonpost.com/hunghsi-wu/math-education_b_1901299.html)

<sup>25</sup> The SCORE Sheet: <http://thescoresheet.org/2012/08/28/common-core-equals-common-ground-for-military-connected-children/>

“The best and most exciting points that the standards establish is what students need to learn, but they will not dictate how teachers should teach. Instead, schools and teachers will collaborate and decide how best to assist students in reaching their highest potential through critical thinking and problem solving skills to reach the standards. The consistency of the standards translates into what all parents want for their students, the ability to graduate from school prepared to succeed, and build a strong future for themselves and the country.”<sup>26</sup>

– **Karin Brown**, President, Florida Parent Teacher Association  
March 22, 2010

“I recognize that consistent standards are the most effective method to close the achievement gap plus numerous other educational benefits for our children.”<sup>27</sup>

– **Bonnie Cannon**, Minnesota PTA President

“As both a parent and teacher, I have been supportive of common standards for years.”<sup>28</sup>

– **Melissa Erickson**, Florida PTA Parent

“As a parent, I realize the great need for a more rigorous curriculum in my home state. I believe in the principle as I understand CCSSI and see this as an opportunity to effect positive change.”<sup>29</sup>

– **Deloris Irving**, Mississippi PTA President

“I chose to get involved in CCSS because our children must be able to compete in a global economy... I joined because I wanted to be a voice at the table and make a difference in the state for our children. The most compelling thing I learned about CCSS was that it will raise the bar and prepare children for college or career. I believe clear and concise strategies would improve learning in our country.”<sup>30</sup>

– **Judy Johnson-Evans**, Mississippi PTA Parent

“Equality for all children. The standards truly represent a way to get all children the same instruction and expectations. The standards are also easier for parents to grasp and, thus, help their children. The standards also ease the way for non-college bound students to move to the workplace.”<sup>31</sup>

– **Latha Krishnaiyer**, Florida PTA Parent

“I am involved in the CCSSI because I believe that we must educate our students to be college and career ready and to participate in this global world. I believe that the parents of our students can make a difference in helping their children in this endeavor by becoming educated on how they can work with their students at home to support the teachers.”<sup>32</sup>

– **Sharon Whitworth**, Kentucky PTA Parent

“I chose to get involved with CCSSI because I believe this is an exciting initiative that will transform education in the US and will have a great impact on our children’s ability to achieve.”<sup>33</sup>

– **Melisa Yeoman**, Ohio PTA Parent

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<sup>26</sup> *Sun-Sentinel*: [http://weblogs.sun-sentinel.com/educationblog/2010/03/guest\\_blogger\\_pta\\_mom.html](http://weblogs.sun-sentinel.com/educationblog/2010/03/guest_blogger_pta_mom.html)

<sup>27</sup> *Ibid.*

<sup>28</sup> Retrieved from National Parent Teachers Association, December 2011

<sup>29</sup> *Ibid.*

<sup>30</sup> *Ibid.*

<sup>31</sup> *Ibid.*

<sup>32</sup> *Ibid.*

<sup>33</sup> *Ibid.*

Taken from the Common Core State Standards Website –  
[www.corestandards.org](http://www.corestandards.org)

STANDARDS (SKILLS) – NOT CURRICULUM (SUBJECTS AND CONTEXT)

**COMMON CORE STATE STANDARDS INITIATIVE**  
 PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home | The Standards | In the States | Resources

**Kindergarten-Grade 12**

- Introduction
- Anchor Standards
- Reading: Literature**
  - » Introduction for K-5
  - » Kindergarten
  - » Grade 1
  - » Grade 2
  - » Grade 3
  - » Grade 4
  - » Grade 5
  - » Introduction for 6-12
  - » Grade 6
  - » Grade 7
  - » Grade 8
  - » Grade 9-10
  - » Grade 11-12
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking & Listening
- Language
- Standard 10: Range, Quality, & Complexity

**Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects**

History/Social Studies

English Language Arts Standards » Reading: Literature » Grade 6

**Standards in this strand:**

CCSS.ELA-Literacy.RL.6.1 | CCSS.ELA-Literacy.RL.6.2 | CCSS.ELA-Literacy.RL.6.3 |  
 CCSS.ELA-Literacy.RL.6.4 | CCSS.ELA-Literacy.RL.6.5 | CCSS.ELA-Literacy.RL.6.6 |  
 CCSS.ELA-Literacy.RL.6.7 | CCSS.ELA-Literacy.RL.6.9 | CCSS.ELA-Literacy.RL.6.10

**Key Ideas and Details**

CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Craft and Structure**

CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

## Kindergarten-Grade 12

Introduction

Anchor Standards

Reading: Literature

Reading: Informational Text

Reading: Foundational Skills

Writing

Speaking & Listening

Language

Standard 10: Range, Quality, & Complexity

## Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

History/Social Studies

- » Introduction
- » Grade 6-8
- » Grade 9-10
- » Grade 11-12

Science & Technical Subjects

Writing

## ELA Appendices

English Language Arts Appendix A

English Language Arts Appendix B

English Language Arts Appendix C

# English Language Arts Standards » History/Social Studies » Grade 6-8

## Standards in this strand:

CCSS.ELA-Literacy.RH.6-8.1 | CCSS.ELA-Literacy.RH.6-8.2 | CCSS.ELA-Literacy.RH.6-8.3 |  
CCSS.ELA-Literacy.RH.6-8.4 | CCSS.ELA-Literacy.RH.6-8.5 | CCSS.ELA-Literacy.RH.6-8.6 |  
CCSS.ELA-Literacy.RH.6-8.7 | CCSS.ELA-Literacy.RH.6-8.8 | CCSS.ELA-Literacy.RH.6-8.9 |  
CCSS.ELA-Literacy.RH.6-8.10

## Key Ideas and Details

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.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

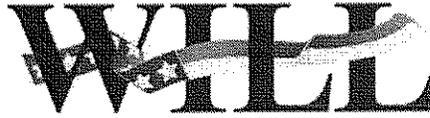
CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy.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.



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October 16, 2013

Dear Chairman Paul Farrow, Chairman Jeremy Thiesfeldt, and members on the Select Committees on Common Core Standards:

We are attorneys at the Wisconsin Institute for Law & Liberty (WILL), a non-profit legal organization in Milwaukee that advocates for, among other things, reforming education in our state. We would like to comment on Superintendent Evers' testimony to you on October 3, 2013 during the joint hearing on the Common Core standards. It contains a major legal error – the Superintendent does not have the constitutional authority to implement Common Core in Wisconsin without approval from the legislature and governor.

In his October 3 testimony, State Superintendent of Public Instruction Tony Evers repeatedly stated that, as Superintendent, he has the constitutional authority to adopt the Common Core standards in Wisconsin. He claimed, for example: “[w]hile I have the constitutional and statutory authority to adopt standards, in 2011 Wisconsin Act 32, the Legislature and governor explicitly required me to adopt the Common Core Standards (emphasis added).” Therefore, the argument goes, the Superintendent could implement Common Core regardless of what the legislature decides.

But his claim is baseless and without legal merit. The Superintendent is incorrect about his authority and incorrect about the power of the Wisconsin legislature. In Wisconsin, it is the elected policymakers in the legislature that have the ability to determine what standards should be set for our children.

Article X, section 1 of the Wisconsin Constitution states that: “[t]he *supervision of public instruction* shall be vested in a state superintendent and such other officers as the legislature shall direct; and their qualifications, powers, *duties* and compensation shall be *prescribed by law* (emphasis added).” Under this provision of the constitution, the Superintendent has the constitutional duty of “supervision” but all of his other powers and duties are limited to those prescribed by the legislature. Making public policy for the State of Wisconsin is well outside of the Superintendent’s constitutional duty to supervise the public schools and would usurp the power of

the legislature. The issue of what falls under the Superintendent's constitutional supervision authority as opposed to what falls under the "duties" dictated by the state legislature is something that is currently being litigated in *Coyne v. Walker* (determining the constitutionality of whether the governor can veto proposed rules by the Superintendent).

However, the ability to develop and implement academic standards, such as Common Core, is a "duty" given to the Superintendent by the state legislature. *See, for example*, Section 115.28 (7), (10), and (36), Section 118.01 and Section 118.30 Wis. Stats. Even more specifically, 2011 Act 32 directed that the Department of Public Instruction shall replace the Wisconsin Knowledge and Concepts Examination, and the new assessments shall measure mastery of the Common Core standards. Determining the type of standards, i.e. how high to set the bar, is a public policy decision, and, as such, it does not fall within the Superintendent's supervisory authority but rather falls within the legislature's power to make policy. If the Superintendent is correct that the power belongs to him and not to the legislature, then all of the legislation referenced above has been unnecessary and, as a matter of law, would be unconstitutional. No one, including the Superintendent, has taken that position.

As a matter of Wisconsin history, the Superintendent's "duties" as prescribed by the legislature have ebbed and flowed - without any constitutional violations. In 1848, for instance, the legislature gave the town superintendents, rather than the state Superintendent, the exclusive power to license teachers. It was not until 1939 that the state legislature decided to give the state Superintendent the sole authority to license teachers. In 1915, for example, the legislature created a State Board of Education, which managed and allocated the finances of the state's public educational activities. And today, the Superintendent has that duty. Common Core, like licensing teachers and financing education, falls within the Superintendent's "other duties" and like these other duties can be increased or reduced by the legislature. In other words, if the "legislature giveth, it can taketh."

In 1996, in *Thompson v. Craney*, the Wisconsin Supreme Court held that the Superintendent's constitutional power to supervise public education was violated when Governor Thompson created a Department of Education - led by the new Secretary of Education to be appointed by the governor - which would have powers previously reserved for the Superintendent. However, the holding was limited to prohibiting the legislature from reassigning the superintendent's *supervisory* authority to other statewide officers. It did not hold that the Superintendent has the constitutional authority to create public policy, or more specifically, to create statewide academic standards.

The decision of the Dane County Circuit Court in *Coyne v. Walker* does not suggest otherwise. Last year, that court held that 2011 Act 21, which allowed the governor to veto proposed rules, violated the Superintendent's constitutional authority to supervise public education. The court held that the Superintendent's ability to write rules is so interconnected to supervising public education that no other statewide official should share this authority (even though the state legislature can already veto proposed rules).

That decision, like any circuit court decision has no precedential value, and is now on appeal. We don't believe it was correctly decided and have filed a brief on behalf of former Reps. Scott Jensen and Jason Fields explaining why. But the issue in *Coyne* was whether whatever rulemaking authority the legislature chose to confer on the Superintendent could be subject to the involvement of the governor and Department of Administration in the way that Act 21 provides. Even the *Coyne* trial court acknowledged that the Superintendent has no inherent policy-making authority

independent of the legislature. *Coyne v. Walker*, Dane County Circuit Court Decision, 11 (“the Superintendent has no inherent power to promulgate rules on his or her own.”).

The Superintendent has no constitutional authority to make policy. Educational reform and policy, including Common Core, are the business of the legislature.

Thank you for your time and do not hesitate to contact us if you have any further questions.

Sincerely,

Rick Esenberg  
President and General Counsel

CJ Szafir  
Associate Counsel and Education Policy Director

*The Wisconsin Institute for Law & Liberty (“WILL”) is a non-profit, public interest law firm dedicated to promoting the public interest in free markets, limited government, individual liberty, and a robust civil society.*

Dear Rep. Thiesfeldt,

I am unable to attend the meeting today because I have to work. I am urging you to oppose Common Core. There are many reasons I oppose it but one I would like to emphasize here is that nationalized control will force the loss of local control. This will significantly decrease creativity, and efforts to have more variety in learning and learning styles. It is limiting when learning should be expanding. As national control grows, local schools and parents will have much less ability to influence education and to oppose some things they are against. This is the complete opposite of how education should be.

Thank you,  
Brigid Riordan

Paul Letourneau  
511 east 9th. Street  
Fond du Lac , Wisconsin 54935

Jeremy Thiesfelt , expose common core for what is , this is one of many organization's that  
killing .  
usa

To members of the Select Committee on the Common Core,

I am unable to attend the Committee hearing in Fond Du Lac today due to family obligations, but wish to convey to you my reasons for supporting the Common Core State Standards as an instrument to improve the quality of education for all Wisconsin students. Enclosed with this message is my statement of support which includes links to three supporting documents. I hope that my statement can be entered into the public record of this debate.

Thank you for your service to the state,

Jeanne F. Williams  
Professor Educational Studies  
Ripon College

## Why I Support the Common Core State Standards

Prepared for the WI Select Committee on Common Core Standards

by Dr. Jeanne F. Williams

Professor of Educational Studies

Ripon College

October 16, 2013

This year marks my 31<sup>st</sup> year working as a teacher educator, 22 of them working in liberal arts colleges in Wisconsin. My primary role is working with prospective teachers is to help them develop the knowledge and skills they need to be effective literacy teachers in elementary, middle level, and high school classrooms. While my pre-service elementary teachers understand that teaching reading and writing is a major part of their work with children, those preparing to teach at the middle and high school levels often enter my courses wondering what a course on literacy development has to do with them. They are, they think, going to be history, science, mathematics, or English teachers. They expect that elementary teachers will already have done the hard work of teaching children how to read, so that they can teach their content subjects and assign reading with the expectations that students will be competent to complete them. I face this set of assumptions every time I teach the content literacy course and often as I work with student teachers whose mentors resist the idea that they should be teaching literacy skills as they teach their content.

The consequence of the assumption that teaching children to read is the exclusive job of elementary teachers is clear in the data accumulated by the National Assessment of Education Progress over the last several decades. While elementary students nationally show steady progress in learning to read, the learning curve begins to flatten in middle school and plateaus in high school as students spend more time in content classrooms, get less direct literacy instruction, and do less and less recreational reading because their leisure time is filled with content homework, activities and work. The CCSS for Literacy in History/Social Studies, Science, and Technical Subjects (the content CCSS) provide the best tool I have had in 30 years to prepare teachers who can integrate meaningful literacy activities in their content instruction and address the middle/high school reading plateau. Two features of the content CCSS are critical in this regard.

First, the tenth anchor standard for reading in the content CCSS specifies that students should make steady progress in reading increasingly complex texts so that, "By the end of grade 12, (they) read and comprehend ... texts in the grades 11-CCR text complexity band independently and proficiently." This standard is important and useful. It clearly articulates the idea that students should be reading increasingly difficult texts in order to build the kinds of skills they will need to learn from texts in college and career settings. The CCSS also provide well-defined, research-based qualitative and quantitative tools teachers and districts can use to assess text complexity and deliberately increase reading demands over time. As I work with pre-service teachers, we use these tools to develop their critical sense of the kinds of materials they need to incorporate in their content teaching to support students' continued growth in reading.

Second, the content CCSS spell out increasingly demanding standards for 6-12 student development of skills and abilities in three key areas: Key ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Through their college majors, middle and high school teachers have learned to read, write, think, and speak in the language of the discipline they teach. Just as a fish may not be aware of water; however, a biologist (or any subject matter specialist) may be unaware of the technical language, base assumptions, and ways of speaking and writing they practice in their discipline. The content CCSS can help teachers develop greater awareness of the kinds of literacy tasks they are asking students to complete, and they can refer to the standards to design lessons that explicitly teach students how to engage in those tasks as they learn the content of the discipline. Pre-service teachers who would otherwise be flummoxed by the idea that they must also teach literacy skills, can, for instance, look to the standards as they design a project, and insure that the students' research meets standard nine's demand that 12<sup>th</sup> grade students should, "Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem." Conscious attention to the content CCSS helps content specialists analyze the literacy demands in their classroom and teach deliberately to help all students develop the skills they need to meet those demands.

Finally, I support the CCSS generally as a means to focus attention on the development of literacy and math skills in all Wisconsin schools in a meaningful and consistent manner. The standards are not perfect, but they are far more specific, focused, and demanding than the previously used Model Academic Standards. Now adopted by 45 states, the CCSS provide a common basis for moving education forward in the United States. The controversy that surrounds the CCSS in Wisconsin is fed by myths and half-truths, as Alan Borsuk pointed out in his recent article in the Milwaukee Journal Sentinel (Attached.). If the state continues to argue for mandatory testing and accountability measures that utilize student test data, but throws out the CCSS as a basis for building a consistent curricular focus across the state, it will have, in essence, thrown out the baby and kept the dirty bath water. Accountability without rigorous common standards is simply not justifiable. We can work to improve the CCSS as we work with teachers and school districts to implement them, but we should not back away from our commitment to them.

Attachments:

Borsuk, Alan J. "Move to Common Core Standards Brings More Questions than Answers." *Milwaukee Journal Sentinel*, October 5, 2013.

National Catholic Education Association. NCEA Position Statement on the Common core State Standards, May 31, 2013.

National Council of Teachers of Mathematics, NCTM Issues Position Statement Supporting the Common Core State Standards for School Mathematics. August 29, 2013.

Dear Rep. Thiesfeldt,

I am very far removed from the educational environment, but right now I am imagining I am a student. If I were a student and I knew that 45 other states were striving to meet established goals – basic minimum standards – skills developed and agreed upon by teachers and researchers – while my legislators chose to follow a different path – I would feel deprived and wonder what could possibly be their motive? Math and English are so basic and essential - and so non-controversial. Surely adopting common core standards in these two areas could only be beneficial, especially considering the mobility of our population. Many students experience several different school systems during their 12+ years of schooling, and realizing this only makes a stronger case for some uniformity. When it comes to establishing core standards, I would trust educators any day and every day before I would trust legislators. Try looking at the standards through the eyes of a student.

Sincerely,  
Donna Klabunde

Hello Gentlemen,

Contrary to the email sender name, my wife, my name is Peter Cobb.

I attended the first hour and a half of the meeting in Fond du lac and after hearing the Common Core testimony, I can tell you I wasn't informed about anything about Common Core if I had not heard of it before.

I wanted to speak but due to my work schedule I could not stay. I am against continuation of the Common Core standards for a variety of reasons, but primarily because of the eventual loss of local control, despite what the two first speakers said. The cost of the program after the federal money runs out, which will be the responsibility of the state. And finally, again despite what the speakers said, the conformity of standards regardless of a students ability. I have researched Common Core a bit and see that what Wisconsin has adopted so far seems harmless, but eventually that standards will hold students back and don't even meet standards of other countries. This would keep us continually behind other countries.

Further, the first two speakers gave me zero confidence that the Common Core standards are any better than the current standards Wisconsin has. Supposedly, there is a lot of local control, according to the speakers and so what is the purpose of Common Core if we make the decisions locally? The cost involved, the potential loss of local control and the fuzzy standards compared to other countries make me feel like this is another wasted tax payer money endeavor. Also, I am not comfortable with how the standards were hidden in the acceptance of the Stimulus money. Likewise, some legislators and most importantly the public knew NOTHING about it until after it was accepted. Kind of like we have to pass the bill before we see what was in it. Additionally, the standards weren't even created until AFTER the Stimulus bill was passed. Very scary stuff.

Thanks for standing up for public hearings about it and hopefully withdrawing from the standards in the end.

Good afternoon,

Although I am unable to attend the public hearings on the common core state standards, I am writing to express my support for Wisconsin adopting these standards. I have seen and heard how many schools, because of the common core expectations, are working hard to increase their learning expectations for students to graduate high school ready for college and/or careers.

At a time when support for public education is at an all-time low and schools are being blamed for poor achievement, especially on a global level, I believe it is in the best interest of students, families, educators, community members, business owners, and our government to support the use of the Common Core in Wisconsin to increase learning. Using learning expectations that are aligned to the highest U.S. state and international standards will allow our children to have opportunities to perform at competitive levels with many other parts of our country as well as other countries across the world.

I expect the common core will allow my two daughters as well as other children throughout the state to gain a deeper understanding of content and concepts while allowing schools to maintain local control with their curriculum, text choices, and instructional strategies.

I hope you will join me in supporting the Common Core in Wisconsin.

Thank you,

Justyn Poulos

Hello,

Since you are on the special select committee to discuss the Common Core State Standards for the state of Wisconsin, I would like to enlist your help with implementing these Standards. As you might surmise, I am an educator in the state for some time now, and I have worked with the previous standards as well as now with the CCSS. The difference I have noticed with educators now is the expectation of staff development to understand these standards for teaching our students. They represent the overall umbrella of excellent teaching practices which have been supported by research. Since I teach at a private University now, I have studied these standards to bring into my education courses for pre-service teachers. I have been reading much of the research for literacy, both for reading and writing processes, and the CCSS emphasize these.

I know that local control is an issue here and I understand and believe that Wisconsin has a deep seated belief in that. But the work done by national expert leaders with crafting these standards are so well done that adopting or continuing to support them in our state is an important issue.

Thank you for your intense work over the years for our state.

Luann Dreifuerst  
Cardinal Stritch University  
Language and Literacy Department

I want you know I support your efforts to keep common core out of our schools. The liberals and their propaganda must be stopped, for the future of our children and country.

Richard Breister

Dear Rep. Thiesfeldt,

Had to send you this link on common core. The research was done by a 15 year old student. Amazing! - a 15-year old can connect the dots!

Respectfully,  
Grace Mueller  
Kewaskum School District Board of Education  
262-483-9193

<http://www.arkansasagainstcommoncore.com/3/post/2013/10/even-a-15-year-old-can-connect-the-dots.html>

Jeremy, thanks for this notice. Unfortunately, I was not able to attend. I did read the Reporter's coverage of it this morning. It epitomizes the frustration I have been having with this issue. For months, I've been hearing that CC has been secretly inserted into our curriculum. OK, fine, that got my attention. Nobody trusts anything that's done in secret. But, after months of hearing about CC, I know almost nothing of the substance of it. What's really in this curriculum? What's new, what's different? I'm still suspicious, but I cannot credibly go out and speak against it when I have almost no idea of what it is. The Reporter's coverage boils down to: A. The local teachers and administrators say it's good and opponents are lying about it; B. The opponents say it's bad and strips away local control. Once again, not a word about what is in it and what is not. Where can one actually read the CC curriculum guidelines? Where can one actually get a sense of what it is and what it isn't? Thanks for holding this forum and for your time.

Paul Rosenfeldt

Hi Jeremy,

I was there at the meeting between 2:30 - 4pm. What a very interesting meeting. You did a great job monitoring. What I saw was very informative and I was sorry not to be able to stay longer. The woman from Massachusetts was extremely informative. It was curious to me that of the 4 required readings on the "recommended" list - the Constitution was not included.

Hmm.

I am against CCSS and do not believe the Federal Government should have its hand in any way shape or form in Education. AND our state should not accept any Federal \$ for these programs.

Thank you Jeremy for your work. I trust you to do the right thing. I am sorry you are no longer my representative, but I believe you represent me anyway. I also have confidence in Rick Gudex.

God bless you and your work

Lynn Messner

Eldorado area

Dear Rep. Thiesfeldt,

I'm writing you out of grave concern for my children and their education. No-one sees or understands the horrible ramifications of the common-core (obama-core) standards. The standards are described as "higher benchmarks, and rigorous standards". They are anything but that! My children go to the Milwaukee Spanish Immersion School. It is a K4 -5th grade school. This school was a pilot (testing) school for the common core standards. The standards were put into place 2 years earlier than other schools. I am watching a former excellent school quickly spiral downwards after they started using common core standards. I am planning on sending my children to a private school next year. To my HORROR, I found out that the PRIVATE schools are also adopting the same common core standards in their curriculum!

Here's a first hand account of what I witnessed.

Grading is Advanced= "exceeding grade level"	Essentially an "A"
Proficient= "meeting grade level expectations"	Essentially a "C" (average)
Basic = "just below grade level expectation"	Essentially a "D" (below average)
minimal= "far below grade level expectations"	Essentially an "F"

Is there no room for for an above average "B" student? Anyway, Grading is entirely TOO SUBJECTIVE!! There is nothing tying the grades to any numbers or objectivity. For example, my 1st grader got a 10/10 (100%) on a test. It was considered "perfectly proficient." My fourth grader got an 7/10 (70%) on his test; it was also considered "proficient." How is a perfect score and a failing score considered the same thing?!

My children began coming home with ""fuzzy" math. I noticed a VERY LITTLE amount of arithmetic being brought home /taught. For example, instead of a worksheet of math facts such as addition, subtraction, multiplication,; they were sent home with ONE word problem a night. It seems the standards care more about math concepts, and a variety of ways to find an answer than about math FACTS and the easiest way to solve the problems.

Next subject, grades are based solely on tests. Children are allowed to retake tests. The teacher/standards are hoping "the child will master the concept." Here's a thought to consider: what if this concept taught isn't that factual? What if it's a political persuasion the teacher wishes the children to adopt? Isn't the "retaking of the tests till the concept is mastered" kind of like brainwashing or indoctrination of our children?! I haven't noticed this happen yet, but what's to prevent it?! Case in point, I recently heard about a school that adopted the common core standards, and instead of giving the students a copy of the bill of rights to study from, they gave their students an INTERPRETATION of the bill of rights: In which it stated you have the right to bear arms in a REGULATED MILITIA!

In writing, it seems the common core standards strive for college writing essays from young 3rd graders still mastering the concept of complete sentences and paragraphs that are comprehensible. It is very hard to write essays, when you are not taught the fundamentals first!

Cursive writing is eliminated in the common core standards. How are children to know their past?! If they can't read it, it doesn't exist. A child won't be able to read its grandparents letters or the letters of our founding fathers of this country, Christopher Columbus, etc. Their EVIDENCE of the past is ELIMINATED; it can be rewritten. Not only that, when children get old school teachers who give comments in cursive about corrections to make, the child won't even be able to read them, and therefore can't correct himself!

Not only do the common core standards stink, they cost money too! The money spent in retraining teachers, new text books, and time.

I recently heard that the states were dangled money to adopt the standards. 45 states took the bait in 2009. The problem is the states had to adopt **the common core standards BEFORE they were even written!!**

**According to Stephanie Bell, these common core standards are very insidious. They plan on leaving paper behind, having every test taken on a computer or an ipad, including common core saxon math. That's a lot of money for all that technology! Also, it is a tool for data collection from prenatal to 16 year graduate studies. Just what we need, the government merging every aspect of our lives from health care to kids records to everything else!**

**Please, Rep Thiesfeldt help me get the word out. Can we, as a state, still reject these common core standards? Please bring this up to Governor Walker and the other legislators. Wisconsin needs to halt and /or reverse anything related to these common core standards. I think a big problem is no-one knows what they are really getting into until it is too late. People hear the slogans "higher bench marks," etc and believe them. I have seen it first hand. Lets stop the rest of the Wisconsin schools from going down the same nightmare path that I am watching, in seeing a great school become a mediocre one in a matter of 2 years.**

**It seems to me that mediocrity is the goal of the common core standards. That way we can all "feel good" about ourselves. "Every child a graduate" by LOWERING the standards!! True self esteem doesn't come from telling someone their great even if they are not. It comes from hard work and knowing how much you have truly improved. Let's NOT dumb down our children so they THINK they know what they are doing.**

**Thank-you so much for your time and all the work you do. You are doing a great job!! Keep up the fight! I hope you blow this whistle loud and clear. Lets put a stop to the common core standards. Thanks again.**

**By the way, this is my first hand drafted letter to any legislator in many years. I hope you take it VERY seriously.**

Sincerely,  
Mrs. Ellen Jimenez [elnberto@att.net](mailto:elnberto@att.net)

Good Afternoon Senators Farrow and Thiesfeldt,

I am the Director of Instruction and Student Achievement for the Oregon School District. I have been working with our teachers the past 2 years to understand the Common Core Standards and discuss our district curricula in relation to them.

I have worked in the Oregon School District for 15 years and worked as a high school English teacher, guidance counselor, associate principal and elementary principal for over 30 years, involved in curriculum development over all of those years. Over that time, I have never seen anything that so positively affects district curricula development as the Common Core Standards. I am asking you with extreme sincerity to keep them as our Wisconsin State Standards.

As you know, these standards are not our curricula. Instead, the standards are a guide for us to discuss professionally the content and skills advocated in the standards and make local decisions about how we may or may not want to revise our current curricula. They provide a well-aligned guide for grade level subject area discussion about whether or not we are accurately scaffolding our instruction and aligning our curricula from grade level to grade level. In addition, discussions occur about whether or not our current curricula is rigorous enough to make sure every student is achieving at his/her highest level.

The old WI standards simply do not provide a focus for those rich professional discussions about learning and teaching. They are extremely content focused with little focus on application of learning and skill development.

For the sake of the students in the Oregon School District and students all over Wisconsin, I ask that you work to keep the Common Core Standards from being caught in a political quagmire. This is not about politics. It is about understanding what we want every student to know and be able to do, and personalizing instruction so that each and every student has the opportunity to experience well-aligned, rigorous curricula that places a high focus on skill development and application, rather than just content. The Common Core Standards are a great guide to get us there!

I appreciate your consideration.

Anita Koehler

--  
Anita Koehler, Ed.D.  
Director of Instruction and Student Achievement  
Oregon School District  
123 East Grove Street  
Oregon, WI 53575

After attending the hearing yesterday evening, I did some research. Below are Criticisms of Common Core, and the way states have accepted and then repealed all or part.

I also came to a few conclusions:

1 – if we want to be the best at something, see what the best are doing and copy them ( that is how China does it, they steal our technology and patents. Below are websites that discuss how the top countries from a education standpoint address some of our current problems.

<http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/south-korea-overview/south-korea-instructional-systems/>

<http://www.economist.com/news/books-and-arts/21583609-only-few-countries-are-teaching-children-how-think-best-and-brightest>

2- I checked what Putin (Russia, our new best idol for how to handle crisis) was doing, and to be honest, it does sound a lot “common core”, more so from the curriculum than just the testing.

I think we need standards.

I would do the following:

A – Allow some school districts to use “other standards” and then over a 3 year period, compare performance. This could be voluntary, not mandatory. These people would be competing with those under common core. The results of this competition could be used to prove, or disprove any given standard. This allows experimentation, and allows performance to dictate direction. Education is about learning to do things differently, not just learning to do what we know)

B- Put together a Bipartisan group of 4 legislators, knowledgeable in education, to exam other standards, and even other countries standards, and then report back at the end of the same above 3 years. The combination of the two could guide the direction.

C- Suspend the mandatory use of Common Core, allow districts to choose over these 3 years to continue, or change. (See how Korea handles this – allowing administrators to do what they need in their own schools – note also, they are not perfect)

What you will notice in the web pages on successful countries are – desire – determination- longer school years- hard work – respect of the teachers. What you expect of kids, you should expect in adults later.

I think the concept of a core curriculum is sound, I think the fear is “indoctrination of ideology”. This fear could be eliminated if both partisan sides got to review the questions used on tests and the text used books. If both sides had questions offensive to one another, then we would be in the right place. That way, the child gets to see both views of the world, and not indoctrinated one way.

Mark Weber PS I use to debate my teachers in high school, would that even be allowed today?

Dear Chairman Thiesfeldt,

When I testified at the hearing on Common Core State Standards on October 3rd, Senator Farrow had advised me to send my written remarks to his office. I had initially assumed that that meant his office was com clerking the hearings for both the Senate and Assembly committees since they're holding they're hearings jointly. However, I recently began to wonder if perhaps the committee established in each chamber was actually clerking for itself.

To be on the safe side, I'm sending you a copy of exactly what I sent Senator Farrow. If this documentation is redundant because Senator Farrow's office has already sent it to you, then never mind. However, if you had indeed not yet received these remarks from the senator's office, I would appreciate it if you could distribute them to the other members of your Assembly committee.

Thanks so much again for holding these much needed hearings on Common Core State Standards and for your kind assistance in ensuring that my remarks make it to all committee members.

Most sincerely,

Kirsten Lombard

Organizer  
The Wisconsin 9/12 Project  
Madison, WI

# The Wisconsin 9/12 Project

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Grassroots dedicated to restoring the prerogative of Wisconsin voters  
to determine the size, scope, and direction of government

October 4<sup>th</sup>, 2013

Chairman Farrow, Chairman Thiesfeldt, and Members of the Senate and Assembly Select Committees on Common Core State Standards:

In testifying yesterday before the joint committee, I set aside the remarks I had prepared in order to make a few key observations and comments related to what had already transpired in the hearing room over the course of a long day. As such, I am now submitting to you in writing the following items, all within this single document:

1. A transcript of my actual remarks as shared before the joint committee
2. A few additional, brief remarks pertinent to the October 3<sup>rd</sup> hearing
3. My originally planned remarks on discrepancies in Common Core claims as well as potential impact on the UW system and those who support it.

## **Transcript of Remarks before the Joint Select Committee on Common Core State Standards, October 3<sup>rd</sup>, 2013**

Thank you Chairman Farrow and thank you Chairman Thiesfeldt for holding this hearing today. We at the Wisconsin 9/12 Project have been long waiting legislative action and investigation into Common Core State Standards, and we're delighted to see all of you in the room today, trying to get to the bottom of this.

I, too, have written testimony that I will submit through email at this point because a lot of my concerns have been addressed by other people, although I do also have concerns about how this impacts our University of Wisconsin system. If the standards are as low as I think they are, that impacts the university system ultimately as well.

However, I would like to address some of the things that I have been hearing from other people today that cause me some pretty significant concern, and also [make] an observation.

Where are the teachers today? How many are there actually in the room?

[Scanning the room.]

A few.

We've heard from a whole slew of administrators, but we haven't heard from a lot of teachers today, and I can tell you, as a grassroots organizer, my colleague Jeff Horn, who testified earlier today, has been talking to a lot of teachers in his neck of the woods, which is DeForest-Windsor, that part of Dane County. There are teachers there that are very concerned about

Common Core State Standard, who do not like what they see coming down the pike at them. They are very concerned that their ability to practice their craft is being negatively impacted

and curtailed. I think it's important to understand that teachers—a lot of teachers—have been very afraid to speak up against the Common Core Standards. You may hear some people

speak up in favor of them, because they feel perfectly safe doing that. But the teachers who do not like the Common Core Standards—you're probably not going to be hearing from them, because they're literally afraid to poke their heads up. You just need to know that we're hearing from those people.

Also, I'm very concerned to hear that there are people who think that the purpose of education is to prepare people for work.

Who, really, is the customer for education?

I would ask everyone in this room to be considering that.

Is the customer for education business and industry? Or is the customer for education the student and the parent?

I would submit to you, respectfully, that it is not business and industry, nor is it government that is the customer for education. It is the child, and it is the parent. And those are the people to whom we have a responsibility when it comes to public education, or any kind of education for that matter.

And yet, over and over again today, I've heard about needing to prepare people for work. I heard a businessman from Brillion talk about how we need to just move forward and that the world of business doesn't have time for all the stuff that goes on up here, where you guys are trying to do the right thing for education.

What we're talking about here is public-private partnership, and it's a very dangerous thing. It's very fashionable today, and it's referred to as "more efficient government." We do a lot of it. We do a lot of it right here in Wisconsin—and it *is* actually more efficient, and the reason it's more efficient is because we cut the public out of the mix.

In public-private partnership, government brings the force; they have the power to make you do things. Business brings the money; they're the investors. And then you have special interests who get engaged, as well, and make it appear that whatever initiative is being pushed by the government and business partners is coming from the grassroots level, the local level,

when in fact that's not true. The decisions are being made behind closed doors by people other than *the* People.

And that's of deep concern to be because I think that that is exactly what Common Core is. It is public-private partnership, which is designed to do nothing more than shift private risk to public shoulders, when we're talking about fiscal aspects of things, and also to bilk people of their rights, to bilk people of their voice when it comes to our representative style of government.

I am not comfortable with that.

I see the way that this has been constructed, Common Core. I've done my homework. It *is* public-private partnership, and it's very, very dangerous to this state and to the people that live here, and particularly to its children.

I would urge you to dig deeper into public-private partnership.

And again, I would urge you to think about who the real customer for education ought to be.

Thank you very much.

**Senator Farrow:** Thank you, and if you want to submit through email, you can do it to my office.

**Kirsten Lombard:** I will happily do that, Chairman Farrow. Thank you.

**Senator Farrow:** Representative Pope--oh, one question.

**Representative Pope:** Just very quickly, I don't know if you have submitted testimony, but I did not catch your name.

**Kirsten Lombard:** I'm going to email it in, yes.

**Representative Pope:** I did not catch your name or where you are from.

**Kirsten Lombard:** Kirsten Lombard. I'm with the Wisconsin 9/12 Project, which is a Dane County-based grassroots organization. We focus primarily on state policy issues, and we are very interested in making sure that people have a decided ability to determine the size, scope, and direction of government.

**Representative Pope:** So, your testimony will be coming to the committee?

**Kirsten Lombard:** It will be coming.

**Representative Pope:** Thank you

**Senator Farrow:** Thank you.

[END]

**Note:** I will aim to shed further light on the above remarks and submit or share those thoughts later this month for the scheduled Fond du Lac hearing.

## **Brief Additional Observations/Remarks on the October 3<sup>rd</sup> Hearing**

### **Who Can Tailor the Common Core State Standards?**

When questioned after his testimony yesterday as to who would have the authority to alter the Common Core State Standards should adjustments need to be made, Superintendent Tony Evers indicated that he believed *he* held that statutory authority. In fact, the standards are copyrighted by the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO); **only the copyright holders** would have the power to make changes to the standards. Neither Superintendent Evers nor the Wisconsin State Legislature nor local school boards nor individual administrators nor individual teachers would have any legal leeway in this regard. Unauthorized changes would place the person or entity making them in violation of the copyright.

Furthermore, the vision of the standards, as described by its proponents—and, interestingly, by two Kettle Moraine high school students who testified yesterday—is, indeed, to ensure an essentially uniform educational experience across locations so that, for example, if a child moves from Wisconsin to Missouri or anywhere else, they will still receive essentially the same education. To permit changes would immediately begin to undermine that “quality control” vision. As such, changes are not likely to be entertained or approved. Moreover, it would be entirely at the discretion of the two copyright holders whether Wisconsin would have any input into changes. Wisconsin would have no legal standing to insist on or be party to deciding on changes.

The prerogative to tailor the standards does not belong to Wisconsin—or to Superintendent Evers—plain and simple.

### **Lack of Transparency in SmarterBalanced Assessment Piloting**

After George Mavroulis and Laura Love, administrators from the Middleton-Cross Plains School District, Mr. Mavroulis was asked if the SmarterBalanced piloting that had been done in that district had been in fully adaptive mode—in other words, had the questions been adaptive to student responses as they would be upon full implementation here in Wisconsin. The administrator could not answer the question and, in fact, noted that he had, at the time, been more interested in children's reactions as they were engaged in the 45-minute pilot.

At various points throughout the day, other administrators were asked a similar question. None of them were able to answer. That an administrators—never mind teachers and parents—don't know how the pilot was constructed or precisely how it was being administered should be a huge red flag as to the transparency of the piloting process and the validity of the assessments.

Mr. Mavroulis was also asked about the amount of time that would actually be spent on assessments in his district. He noted that SmarterBalanced is estimating about 8 hours, while—if I understood him correctly—the district itself independently implements approximately four additional hours.

However, what needs to be taken into consideration is that because of the high-stakes nature of the tests—with teachers jobs and district performance on the line—assessment preparation will necessarily begin to take up a significant portion of time. The need to do well, particularly on the SmarterBalanced assessments will almost certainly ultimately involve several days of test prep in advance of each assessment.

This precise reality is why some are estimating that as many as 20 days could be taken up with testing and test preparation, which will unquestionably cut into normal instruction time and opportunities to expand real learning. As such, we must confront the fact that as a result of all the additional testing that Common Core State Standards demands—and it is unquestionably an increase in testing over what we have had in the past—the focus in Wisconsin will shift from individualized classroom time to substantial preparation for standardized tests, both formative and summative. Wisconsin will be testing far more on what will necessarily be less actual knowledge transmitted and/or absorbed during substantive classroom time.

If we really want to raise the bar in Wisconsin, don't we want more substantive classroom instruction as opposed to less? Common Core is structured to take us in exactly the opposite direction.

### **Costs to Local School Districts of Implementing Common Core**

In 8 hours of testimony, I heard only one person attempt to discuss with any specificity the financial cost of fully implementing Common Core State Standards and the impact that cost is likely to have on local school districts. A recent Legislative Fiscal Bureau (LFB) report has failed adequately to analyze this important piece of the puzzle now before the state. In fact, the numbers that the LFB did offer were largely borrowed from the Fordham Institute, a problematic source in light of the fact that it has received significant moneys from the Gates Foundation to promote Common Core.

Despite its failure to answer most of the important fiscal questions, the LFB report did provide one important piece of information: The State of Wisconsin would not pick up any of the costs for implementation of Common Core State Standards beyond the Statewide Student Information System (SSIS).

A word to the wise legislator—and the wise school district: *Caveat emptor.*

Just because most of Common Core's implementation won't cost the state a fiscal dime, doesn't mean it won't cost someone. And based on the amount of money Common Core will cost many, many school districts, it's likely to cost legislators in votes if they now embrace an unfunded mandate that will be foisted onto school districts and the local taxpayer.

Common Core requires significant IT infrastructure in a fairly short amount of time in every district across the state in order to accommodate the SmarterBalanced assessments piece by piece. The recent LFB report basically said it had no specific, detailed, or systematic analysis concerning where each school district in the state lies in relationship to IT preparation for Common Core. Rather, it made an assumption that many districts would already have the necessary IT infrastructure at least partially in place. That assumption is huge, dangerous, and likely to be proven very wrong.

In my day job, I currently work in the marketing department of a national IT solutions provider. In that capacity, one of my responsibilities is to work on case studies related to IT deployments. Many of those case studies cover institutions of primary and secondary learning who are in the process of implementing Common Core and assessment infrastructure. While I cannot discuss exact costs, I can tell you plainly that the hardware, software, infrastructure, and services required to attain the “21<sup>st</sup> Century Classroom”—and what we could similarly perhaps term “21<sup>st</sup> Century Administration and Assessment”—is substantial. Moreover, IT infrastructure is not something a district can implement once and be done. Upgrade/refresh costs also have to be figured into the expectations that will be imposed on local districts.

Perhaps it’s now becoming apparent why IBM and Cisco, among other well-known technology companies, are on board as Common Core partners.

If the State of Wisconsin is contemplating a standard that will ultimately result in an unfunded mandate for local districts, the Wisconsin 9/12 Project would argue that the State of Wisconsin and its representatives ought to either know precisely what they will be imposing on the districts so that informed decisions can be made about whether such a course is feasible; or, without adequate information on this crucial front, reject implementation based on their fiduciary duty to constituents.

For now, the closest the Wisconsin 9/12 Project has been able to come on estimates that could at least be used as a springboard for consideration by members of the Senate and Assembly committees come from a February 2012 analysis completed by AccountabilityWorks and published by the Pioneer Institute. The study includes state-by-state estimates related to various aspects of full implementation of the Common Core Standards.<sup>1</sup>

The Wisconsin 9/12 Project’s summary of the AccountabilityWorks data includes the following numbers:

Textbooks and materials	\$50 million
Bandwidth and servers*	\$80.6 million
Technology for Smarter Balanced Assessments**	\$150 million

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<sup>1</sup> The analysis may be downloaded at the following URL:  
<http://pioneerinstitute.org/education/study-estimates-cost-of-transition-to-national-education-standards-at-1.6-billion/>

Professional development	\$125 million
Teacher training***	\$5.4 million
Teacher computers	\$38.7 million
Total	\$449.7 million

\* estimates \$2000 in bandwidth and \$750 in proxy server costs per 25 students x 879,825 students

\*\* at a 4:1 student to technology ratio

\*\*\* estimates \$90/teacher x 59,550 teachers

Again, while these numbers are not comprehensive and do not reflect precision analysis of where each of Wisconsin's school districts currently stand in relationship to IT preparedness/preparation, they should give legislators, school districts, and local taxpayers pause. Depending on where a school district is, the costs associated with implementing Common Core could bury local taxpayers in a tsunami of financial costs that they will not be able to easily meet, if at all.

## **Prepared Remarks on, (1) Discrepancies in Common Core Claims, and (2) Potential Impact on the UW System**

Chairman Farrow, Chairman Thiesfeldt, members of the Senate and Assembly Select Committees on Common Core State Standards:

Thank you for your service in ensuring that the public is heard on the matter of Common Core and all of its many facets and angles. The Wisconsin 9/12 Project is grateful to see two concerned committees coming together to investigate what we believe is a very troubling educational initiative and the equally troubling manner in which it was adopted.

The Wisconsin 9/12 Project is a Dane County-based, non-partisan organization committed to restoring to citizens a greater ability to determine the size, scope, and direction of government. As such, education policy matters fall within our purview.

As our organization has investigated the Common Core State Standards, one of the first red flags that arose for us was a curious discrepancy. Common Core State Standards repeatedly claims to be rigorous and all about "college and career readiness." Yet, in March of 2010, at a video-recorded meeting of the Massachusetts Board of Elementary and Secondary Education, Jason Zimba, a chief architect of the Common Core math standards and a founder of Student Achievement Partners, which was formed exclusively to advance the standards, made a stunning series of statements. In those statements, Zimba clearly indicated that the concept of college readiness as it pertains to the Common Core math standards is minimal and focuses on non-selective colleges.

Moreover, just last month, Zimba was quoted by a Hechinger Institute writer as saying: "If you want to take calculus your freshman year in college, you will need to take more mathematics than is in the Common Core."<sup>2</sup>

Zimba's statements indicate a significant gap between Common Core marketing and Common Core reality that our organization felt deserved further examination.

While Zimba has attempted to backpedal on a number of his very plain statements, his remarks are, in fact, born out by experts of integrity, not least Dr. James Milgram, professor of mathematics emeritus at Stanford University, the only subject matter expert in mathematics to serve on the Common Core State Standards review committee—and who ultimately refused to sign off on the math standards.

There are those who insist that the Common Core math standards are superior to what Wisconsin has now. In fact, Dr. Milgram has noted that the Common Core standards are in some respects better than the majority of math standards states have held. However, he has plainly noted that this was not a ringing endorsement of Common Core math standards. Rather, it was an indictment of the state of math instruction across our nation today.

In fact, in testimony before the Texas legislature in the spring of 2011, Dr. Milgram outlined his concerns with the Common Core math standards, in the process noting that, by the 7<sup>th</sup> grade, Common Core would put American children two years behind their cohorts in high-achieving countries and that the Common Core State Standards, in general, were written with very low expectations. Dr. Milgram went so far as to say that, despite some real strengths, Common Core is "in large measure a political document."<sup>3</sup>

While I focus today on the math standards, the Wisconsin 9/12 Project has equal concerns related to the questionable college and career readiness that the English Language Arts standard would yield.

Common Core's advocates are not in a strong position to refute criticisms in relationship to what are turning out to be the standards' tremendous shortcomings. In large measure this is because so many of the marketing talking points fall away upon close inspection. Most fundamentally, despite incessant claims of rigorous field-testing and international benchmarking, Jason Zimba has acknowledged in a February 28<sup>th</sup> interview this year that only as Common Core is being rolled out are the standards "taking the first halting steps toward a functioning feedback loop with student achievement at the center."<sup>4</sup> In other words, field-testing is only occurring as the standards are being rolled out. The standards and the associated assessments have zero validity.

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<sup>2</sup> Sarah Carr for the *Hechinger Report*, "Teachers Feel Urgency of Common Core Standards," *The Advocate* (online): <http://theadvocate.com/home/6914390-125/common-core>, Sept 4, 2013.

<sup>3</sup> Dr. Milgram's remarks before the Texas State Legislature can be viewed in full at the Parents Across America website at the following URL: <http://parentsacrossamerica.org/james-milgram-on-the-new-core-curriculum-standards-in-math/>

<sup>4</sup> Rick Hess, "Straight up Conversation: Common Core Guru Jason Zimba," blog post on *Education Week* (online): <http://parentsacrossamerica.org/james-milgram-on-the-new-core-curriculum-standards-in-math/>, Feb 11, 2013.

It cannot be stated more plainly: We are talking about educational fraud...fraud that is in the process of being perpetrated on Wisconsin children, parents, and taxpayers. Common Core advocates insisting that these controversial and invalid standards will make our children more "college and career ready," cannot honestly make these claims. In fact, the Common Core may, in some respects, actually end up being far more inadequate and detrimental than its advocates claim the current Wisconsin standards to be.

What is the cost of this fraud?

In fact the costs are legion and range from the educational to the fiscal. I will focus on just one that has thus far been little considered.

Taxpayers in this state largely assume that their public education dollars will be used wisely to prepare students to attend a four-year college or university, should any given student choose to do so. Not all students will take that path, but the idea is that the opportunity is offered to them and that they may make of it what they will.

However, it's becoming clear that students subjected to Common Core State Standards will graduate with less knowledge and fewer skills than they should actually have to meet the admission requirements of a relatively selective four-year institution of higher learning, such as those of our own University of Wisconsin system.

What happens as the University of Wisconsin is faced with the reality of more and more student applicants who do not meet basic university matriculation requirements? Will the University remain choosy and its enrollment necessarily shrink? Doubtful. Rather, the university, in order to survive in the educational market, will more likely adjust to maintain or increase enrollment levels. It will therefore have to lower certain standards and offer increasing amounts of remedial coursework, charging students far more to learn concepts and skills that they should have learned during their K-12 years—despite the fact that there is no guarantee the remediation will actually be effective.

In Wisconsin, our state university system and the tuition for its students is heavily subsidized by taxpayers. I would therefore pose several questions:

1. Is it reasonable to consider lowering the standards of our university system? Moreover, is it reasonable to ask taxpayers to continue subsidizing university education in the same manner if university standards fall over time?
2. Alternatively, is it reasonable to place taxpayers in the position of having to subsidize, at a more expensive, university level, remedial learning that should already have taken place within the K-12 education they also subsidize at substantial cost?
3. If remedial coursework at the university level necessarily extends the amount of time that students coming out of our public schools need in order to complete what is currently a foundational 4-year degree, is it reasonable to put taxpayers in the position of having to foot the bill for that extended time?
4. Despite a recent tuition freeze here in Wisconsin, when we look at the realities of

university costs not just in our own state but across the nation, and we recognize that tuition increases have, in general, far outstripped the cost of living for most people—and when we further recognize that a substantial number of students are exiting university with no viable means of paying back the amount of debt they accrue in attaining that education—is it reasonable to place students and/or their parents under increasing loads of debt that they may have substantial difficulty to repay?

Again, this is just **one** angle of concern in relationship to Common Core State Standards and their potential impact. The Pioneer Institute has now also begun to consider the impact of Common Core on colleges and universities. I am providing a link to a downloadable white paper the institute has recently published entitled “Lowering the Bar: How Common Core Math Fails to Prepare Students for STEM.” It contains thoughts and considerations that may be helpful to you in thinking through where Common Core leads in terms of university education and the decisions that colleges and universities will ultimately have to make in relationship to under-prepared students.<sup>5</sup>

When it comes to Common Core State Standards, then, several questions should be paramount:

What would the short- and long-term effects of these standards be on students, both at the K-12 and college levels?

How will parents, their authority, and their pocketbooks be affected by these standards?

How and to what degree would we be impacting and/or imposing on taxpayers?

What are the short-and long-term impacts on our K-12 and university systems?

It is my sincere hope the Assembly and Senate Select Committees on Common Core State Standards will continue to delve into the facts of these controversial standards in order to put real answers to these questions and the significant short- and long-term educational and fiscal risks posed to this state, its institutions, and most importantly its people.

Thank you for considering my remarks. Please feel free to reach out to me via the contact information below should you have any questions or concerns about what I here share with you.

Respectfully,

Kirsten Lombard

Organizer, The Wisconsin 9/12 Project  
210 N Paterson St, Apt 2  
Madison, WI 53703  
Ph. 608.237.7034

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<sup>5</sup> <http://pioneerinstitute.org/news/lowering-the-bar-how-common-core-math-fails-to-prepare-students-for-stem/>

# Top 5 Reasons to Support the Common Core State Standards

1

## Wisconsin's Voice

- Wisconsin educators, parents, community leaders, and the public provided input into the development of the standards before the state adopted them in 2010. Local schools decide how the standards should be taught and which resources to be used in curriculum.

2

## Great for Students

- The CCSS are more rigorous than Wisconsin's previous standards and are on par with what is taught in leading countries around the world. They promote creative and critical thinking over rote memorization. They prepare students with the skills they need to succeed in a globally competitive workforce.

3

## Great for Schools

- The CCSS are rigorous, clear, and specific at each grade level. Teachers are able to collaborate within and across disciplines to create new, innovative, and more effective ways to actively engage students in learning.

4

## Great for Parents

- Because the CCSS are aligned with college and career expectations, students are better prepared for the demands they face after high school. College costs are reduced because there is less need for expensive, remedial, non-credit bearing courses. Students enter the workforce better equipped to earn a livable wage.

5

## Great for the Economy

- These higher standards prepare students, our future workforce, with the skills that the workplace demands. A better prepared, more highly skilled workforce attracts new businesses to the state and allows current businesses to hire employees that are ready to work.

# Top 5 Things Parents Need to Know about the Common Core State Standards

1

## World Class Standards

- The Common Core State Standards (CCSS) are rigorous, clear, and specific standards at each grade level, building the skills and knowledge students need to be prepared for college-level coursework and the demands of the 21st century workplace.

2

## College and Career Ready

- Informed by academic standards in high achieving countries, the CCSS focus on the knowledge and skills students need to succeed in life after high school, in both post-secondary education, and a globally competitive workforce.

3

## Standards Are Not Curriculum

- Although the CCSS establish consistent learning goals for all students, they do not define the curriculum that educators will use in the classroom. Curriculum decisions, like which textbooks to purchase and which books students should read, are made locally.

4

## Better Standards, Better Assessments

- The Smarter Balanced Assessment, which replaces the WKCE in English Language Arts and math, measures students' application of knowledge and skills and provides more accurate and time-sensitive data to inform teaching and learning.

5

## Cost Savings

- Because the standards are more rigorous and aligned with college and career expectations, students are less likely to need to take courses that cost money but don't count toward a degree in college. Also, the college entrance exam is fully funded by the state, so each student will have the opportunity to take the ACT at no cost. Students enter the workforce better equipped to earn a livable wage.

To learn more about the CCSS, visit <http://standards.dpi.wi.gov/families/families>.



# Top 5 Things Educators Need to Know about the Common Core State Standards

1

## World Class Standards

- The CCSS are more rigorous than Wisconsin's previous standards and are on par with what is taught in leading countries around the world. They promote creative and critical thinking over rote memorization and prepare students with the skills that they need to succeed in a globally competitive workforce.

2

## Innovative

- The CCSS are rigorous, clear, and specific at each grade level, which eliminate the guesswork out of what students need to learn. This enables educators to create new, innovative, and more effective ways to actively engage students in learning and allows educators to more easily individualize instruction to meet student needs.

3

## For All Educators

- The CCSS call for all educators to use the Standards for Mathematical Practice and the Standards for Literacy in All Subjects to support student learning in all classrooms in order to develop core skills such as to solve problems, communicate effectively, construct viable arguments, and to think critically and creatively.

4

## Better Standards, Better Assessments

- The Smarter Balanced Assessment replaces the WKCE for math and ELA. It is computer adaptive, which will measure students' application of knowledge and skills and provide educators with more accurate and time-sensitive data to inform teaching and learning.

5

## Forward, Not Backward

- Rigorous standards, aligned assessments, and educator and principal effectiveness work together to maximize student potential and ensure college and career readiness for all students.

Dear Senator Farrow and Representative Jeremy Thiesfeldt,  
First of all, I like to thank all the State Legislators for participating in the public hearings on Common Core! Although they were a long time in coming, I truly appreciate they are finally here.

Today I came across the link below, State of Wisconsin Race to the Top Application - June 1, 2010. In this document Tony Evers indicates Wisconsin has signed on to the Smarter Balance Consortium. Does this mean the Wisconsin Department of Instruction signed a memorandum of understanding (MOU) with the Smarter Balanced Assessment Consortium (SBAC) to provide our student data to them?; and, in turn has SBAC signed a MOU with the US Department of Education agreeing to turn over our student data to them? I am trying to get a definitive answer from administrators in the Kewaskum School District however, just get a skirting around the issue. Could you clarify this issue for me.

Thank you,  
Grace Mueller  
Kewaskum School Board  
262-483-9193

October 17, 2013

Representative Jeremy Thiesfeldt

Dear Representative Thiesfeldt:

I am writing in support of the Wisconsin Department of Public Instruction's use of the Common Core State Standards (CCSS). As someone who has been an educator since 1982, I have seen trends come and go. When the No Child Left Behind Act of 2001 was implemented, I spent the next eight years promising my Northern Illinois University education majors that it really would get better once we got a new President. Sadly, it took several more years for our nation's leaders to come up with a better alternative to NCLB. The Common Core Standards are a much-needed breath of fresh air! Instead of forcing teachers and students to focus on short-term, rote memory and superficial understanding of concepts and issues, the CCSS require students to go beyond the literal to actually think critically about the information they are learning.

I know that there are some parents who are concerned that the CCSS are a thinly disguised effort to control the minds of our youth; however, could these possibly be the same parents who tell teachers, "Don't tell my child how to think—I want him to do what I and the Bible tell him to!"?

The CCSS have required an enormous amount of work by teachers, administrators, and those of us in teacher preparation; work that has had to happen quickly and responsively. It is worth the effort, though. While of course there are flaws that still need to be worked out, the CCSS are simply better for our children—our nation's future leaders.

Thank you for your deep consideration of this important issue. I would appreciate your making my written statement available to members, as I will be unable to attend the hearings.

Sincerely,

Dr. Patricia L. Rieman  
Associate Professor of Education  
Carthage College  
2001 Alford Park Drive  
Kenosha, WI 53140  
262-551-6334

## Testimony for the Joint Select Committee on the Common Core

My name is Kathy Galvin and I am speaking in favor of the Wisconsin Common Core State Standards. I have worked in public education for thirty-five years. I am certified as a K-8 teacher and also licensed as a K-12 reading specialist. I am currently President Elect of the Wisconsin State Reading Association.

For the past five years I have taught undergraduate and graduate courses as an adjunct professor of education at three universities. I have worked in numerous school districts and states as a consultant, professional development facilitator, and workshop coordinator. The majority of my work has been in school improvement implementing differentiation, strategy instruction, disciplinary literacy, formative assessments, and the common core standards to teachers and students of education.

During the past fifteen years I have been directly involved in developing literacy and language arts standards. My work with standards started in 1998, working with the implementation of the Wisconsin Model Academic Standards within districts. These standards were very broad and only defined the expectations in grades four, eight, and ten. Each district then had to develop its own standards within the other grades. While the model standards broadly encompassed the various components of language arts, in my opinion their expectations were not specifically defined or rigorous.

In 2007 I was appointed to the English Language Arts Design Team of the Wisconsin Standards Project. During the next three years the team reviewed standards that had been developed by states including Massachusetts, North Carolina, and New York among others. The team further met with state business leaders and educators at all levels to discuss the kind of knowledge and skills students needed to move Wisconsin's work force forward. During this process we partnered with the *American Diploma Project* and the *Partnership for 21<sup>st</sup> Century Skills*. These organizations provided guidance and vital feedback throughout the process.

At the same time we were working on the Wisconsin State Standards, the National Governors Association and the Council of Chief State School Officers began a discussion of the value of partnering across the states to create a common set of college and career ready benchmarks for math and English language arts. Because of our work on the Wisconsin Standards project, we were able to participate in discussions and provided feedback as the Common Core State Standards were being formulated. Throughout the process, multiple drafts of the Common Core State Standards were published and circulated among the states. Comments and input were solicited. Some of the best minds in education throughout the United States and abroad had input into the creation of the standards that were finally adopted by 45 states including Wisconsin. This process was time consuming and complex but yielded

positive and promising results in creating a set of standards that schools could use to provide quality 21<sup>st</sup> century preparation for students.

It is important to emphasize at this point that the Common Core State Standards are NOT a curriculum but benchmarks or leveled expectations that provide a clear consistent understanding of what students need to know and do as they move through grades K-12 to be college and career ready. Wisconsin school boards, administrators, and teachers will determine the best methods for implementation.

The Common Core State Standards provide districts with a framework which teachers can use to shape the curriculum using locally selected lessons and materials. These Standards encourage teachers to utilize their expertise to create units that foster critical thinking and deeper knowledge of content. The standards have been aligned to meet the expectations of higher education and employers enabling our students to be prepared to participate and compete in a global economy.

As districts begin to implement the Common Core State Standards they are focusing on disciplinary literacy to increase the rigor of reading, writing, speaking, listening and critical thinking in all content areas. Students are expected to engage in rigorous complex thinking and apply concepts across subject areas and grade levels. The standards provide common language and structure across the disciplines.

They further provide consistent learning expectations for students regardless of where they live and go to school. Because of this consistency of expected outcomes, educators have found a commonality that has facilitated more collaboration within school districts, between school districts, and across the state and nation.

For the past three years considerable time and resources have been devoted to the implementation of the Common Core State Standards in Wisconsin school districts. This has led to a level of educator collaboration never before experienced in Wisconsin. Educators are speaking a common language about what is expected in student learning. This collaboration has already resulted in higher level curriculum and instruction for students. I have personally observed the wide spread levels of professional development efforts to improve instruction and achievement.

The Common Core State Standards should be recognized as a welcome opportunity for our children to not only be the most well educated students in our country but also recognized as creative problem solvers helping to meet the demands of a changing world.

These standards should be acknowledged as undoubtedly a positive and indeed powerful step in moving Wisconsin students forward into the future.