

# Common Core Standards Fact Sheet

## Improving Schools with Rigorous Standards

The Common Core State Standards (CCSS) were developed by states, for states, to provide a consistent set of clear K-12 expectations that outline the knowledge and skills students need in English language arts and mathematics to lead to Career- and College-Readiness.

Prior to these standards, every state had their own unique standards. As a result, what students are expected to learn varied widely from state to state.

The Common Core State Standards have their genesis dating back to 1983, when President Ronald Reagan's commissioned report "A Nation At Risk" identified that the nation's schools were falling behind.

In 2002, President George W. Bush signed into law the No Child Left Behind Act that increased rigorous standards in Math and Reading for all public schools in the United States.

The Common Core State Standards do not represent a curriculum; rather they serve as a framework around which curriculum can be developed by local school districts and educators. In other words, teachers will continue to decide what curriculum and lesson plans best meet the needs of their students.

Forty-five states, four territories and the District of Columbia, as well as many private and parochial schools have adopted the Common Core. Michigan adopted the CCSS in June 2010.

The development of these standards was launched by state leaders, including governors and state

commissioners of education from most states through their membership in the National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO).

The process used to write the standards ensured they were informed by:

- The best state standards and international benchmarks;
- The experience of teachers, content experts, states and leading thinkers; and
- Feedback from the general public.

To write the standards, the NGA Center and CCSSO brought together content experts, teachers, researchers and others, including many from Michigan.

The standards have been divided into two categories: career- and college-readiness standards, which address what students are expected to learn by high school graduation; and K-12 standards, which address learning expectations for students in elementary through high school.

The NGA Center and CCSSO received nearly 10,000 comments on the standards during two public comment periods. Comments, many of which helped shape the final version of the standards, came from teachers, parents, school administrators and other citizens concerned with education policy.