



# Memorandum

**Date:** January 8, 2014  
**To:** Senate Committee on Early Learning and K-12 Education  
**From:** Susan Mielke, Committee Staff  
**Re:** Update on the Common Core state standards (CCSS) in English language arts and mathematics and the Next Generation science standards (NGSS)

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This memorandum updates information regarding the Common Core state standards (CCSS) in English language arts and mathematics, and the Next Generation science standards (NGSS) and how they have changed Washington's state student standards (known as the Essential Academic Learning Requirements or "EALRs") and assessments in those academic subjects. Additionally, information regarding actions taken in other states to implement the CCSS and NGSS is provided.

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## I. Creation and Adoption of the Standards

### A. CCSS (English Language Arts and Mathematics Standards)

The CCSS Initiative is an effort led by The National Governors Association and the Council of Chief State School Officers to establish a shared set of educational standards for grades K-12 in English language arts (reading, writing, listening and speaking) and mathematics that states may voluntarily adopt. The standards are intended to help teachers ensure their students have the skills and knowledge to be prepared to graduate college and be career-ready by providing clear goals for student learning, and provide consistency in what is expected of student learning across the country.<sup>1</sup> Forty-five states, including Washington, the District of Columbia, four United States territories, and the Department of Defense Education Activity have adopted the CCSS. Washington adopted the CCSS as Washington's student Essential Academic Learning Standards (EALRs) in English language arts and mathematics in July 2011.<sup>2</sup> Five states have not adopted or have not fully adopted the standards.<sup>3</sup> Although the CCSS were not developed by the federal government, the Obama administration has endorsed them.<sup>4</sup> The EALRs, as amended by the CSSS, are available on the OSPI website.<sup>5</sup>

### B. NGSS (Science Standards)

The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and the nonprofit education reform organization Achieve initiated the development of the NGSS. In 2011, the Washington State Legislature authorized the Office of Superintendent of Public Instruction (OSPI) to participate in the development of common science standards and to modify the EALRs in science accordingly; but before any modifications were adopted, OSPI was required to provide the legislative education committees an opportunity to review the proposed modifications before they are adopted.<sup>6</sup> Washington was one of the twenty-six states that participated in the development of the NGSS.<sup>7</sup> The final standards were released in April 2013 and address what students should know in grades kindergarten through five, middle school, and high school in the four domains of science: physical science; life science; earth and space science; and engineering, technology and science application.<sup>8</sup> During the 2013 legislative session, OSPI provided an update to the House Education Committee on the NGSS, future next steps for implementation, and potential implications for student assessment.<sup>9</sup> On October 4, 2013, OSPI announced that the NGSS were adopted as Washington's EALRs in science following a four-step process:

1. A comparison of the new standards against the existing ones;
2. A bias and sensitivity review, to ensure that the new standards aren't culturally biased;
3. Review and input from the public and a variety of stakeholders, such as the Education Opportunity Gap Oversight and Accountability Commission and the State Board of Education (SBE); and
4. Time to let the state legislature understand the change in standards.<sup>10</sup>

Washington is the eighth state to adopt the NGSS.<sup>11</sup>

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## II. Implementation of the Standards

### A. CCSS (English Language Arts and Mathematics Standards)

#### 1. *Implementation Activities of Washington and Other States*

Recent surveys reported state actions related to the implementation of the CCSS<sup>12</sup>: 40 states responded. While the reports do not identify the states surveyed, the OSPI website has information on Washington's actions.<sup>13</sup>

#### Planning.

- **Other States.**<sup>14</sup> Thirty-nine states reported that they have taken steps to develop a comprehensive, long-term state plan for implementing the CCSS.
- **Washington.**<sup>15</sup> OSPI and its partners developed a four-phase implementation strategy that began in 2011-12, which includes convening school district leadership teams to learn about CCSS and build transition plans; and will conclude in 2014-15 with implementation of a new assessment system to measure student achievement of the standards.

#### Analysis of CCSS.

- **Other States.**
  - 38 states surveyed have analyzed the similarities and differences between the state's previous math and ELA standards and the CCSS.<sup>16</sup>
  - 31 states surveyed reported that postsecondary institutions have reviewed or will review the CCSS in ELA and math to determine if mastery of the standards indicates college readiness.<sup>17</sup>
- **Washington.**<sup>18</sup> During the 2010-11 school year, prior to formal adoption of the CCSS by Washington State, OSPI conducted comparisons between the EALRs and the CCSS; analyzed costs/benefits of adoption of the CCSS; and conducted a bias and sensitivity review.

#### Building Awareness and Statewide Capacity.

- **Washington.**<sup>19</sup>
  - During the 2011-12 school year, OSPI provided activities to build awareness of the CCSS and began to build statewide capacity to implement the CCSS by providing initial CCSS overview presentations to OSPI and Educational Service District (ESD) staff; engaging stakeholders & policy makers; establishing a CCSS Quarterly Webinar Series; developing, disseminating, and maintaining communication materials to support building awareness; and establishing CCSS specialist cadres of educators.

- During the 2012-13 and 2013-14 school years, OSPI and others, including the nine ESDs, are providing transitional activities that include forming advisory groups and developing regional support structures and materials to provide supports around CCSS vision and awareness, including maintaining CCSS specialist cadres of educators to build capacity within districts to implement the CCSS, and are continuing to conduct CCSS Quarterly webinars.

Curriculum. Some states have a statewide curriculum. Washington does not. Each school board in Washington State adopts the curriculum and materials to be used in the district.

- **Other States.**<sup>20</sup>
  - 29 of the 40 states surveyed have already revised or created curriculum guides or materials aligned to the CCSS, and 2 more plan to do so in school year 2013-14 or later.
  - 11 states have recommended or required their districts or schools to use specific materials, such as textbooks, that have been validated by the state as being aligned to the CCSS.
    - 6 states plan to do so in 2013-14 or later.
    - 16 states provided that it is not within the state education agency's authority to require or recommend specific CCSS-aligned materials.
- **Washington.**<sup>21</sup>
  - During the 2011-12 school year, OSPI identified resources from national organizations, and other states for districts to use when implementing the CCSS, and developed and began dissemination of content-specific transition supports.
  - During the 2012-13 and 2013-14 school years, OSPI and others, including the ESDs, are providing resources for special populations, aligning Career and Technical Education Course Frameworks with CCSS, and developing and disseminating CCSS implementation toolkits for various audiences.

Course taking and placement.

- **Washington.**<sup>22</sup> In October 2013, the Washington Student Achievement Council received a \$65,000 grant from the Student Learning at Scale Collaborative to implement the CCSS and NGSS. The grant, submitted on behalf of Governor Inslee, gives the Washington Student Achievement Council responsibility for engaging a team of educational leaders to ensure that implementation is strategic, aligned, and supportive of students. Specifically, the Council will work with stakeholders to address the role of the statewide career and college readiness assessment in relation to:
  - Senior-year course placement, high school graduation, dual credit, and higher education placement;
  - Course-taking and placement at Washington's higher education institutions; and
  - Other assessments used in classrooms, school districts, and higher education institutions as well as associated costs.

Members of the team will include representatives from Governor Inslee's office, the Legislature, the Washington Student Achievement Council, the Washington State Board for Community and Technical Colleges, the Council of Presidents, OSPI, and the SBE. The team is scheduled to hold recurring meetings through 2015.

Professional Development.

- **Other States.**<sup>23</sup>
  - 37 states have developed and disseminated professional development materials to help teachers master the CCSS, and 2 states plan to do so in 2013-14 or later.
  - 38 states have implemented or plan to implement statewide teacher professional

- development on the CCSS.
- 34 states are encouraging schools and districts to collaborate on CCSS implementation by using professional learning communities.
- 12 states have developed and implemented teacher induction programs to help new teachers master the CCSS and another 12 plan to do so next school year or later.
- 20 states<sup>24</sup> have begun undertaking activities to prepare teachers to interpret and use the results of the diagnostic assessments being developed by the state testing consortia. The approaches being used by various states include directly providing professional development services to teachers, training school district personnel who in turn will train teachers and principals, and directly providing professional development to principals, who will then work with teachers.
- **Washington.** During the 2011-12 school year:
  - OSPI connected school districts with resources to align professional learning and materials to support implementation.<sup>25</sup>
  - Some of the educator preparation programs are working with school districts and the ESDs to provide professional development, instructional materials and formative assessments.<sup>26</sup>
  - On November 25, 2013, the Gates Foundation awarded OSPI a \$2.4 million, three-year grant to help support Washington State teachers and administrators transition to the CCSS and the NGSS. As part of the grant, OSPI will partner with state and national educator support and professional learning organization, including Washington's Association of ESDs, Learning Forward Washington, the Association of Washington School Principals, Washington Association of School Administrators, Washington STEM, and the Puget Sound region's Road Map Race to the Top Project.<sup>27</sup>

Educator Preparation Programs.

- **Other States.**
  - 27 states indicated that aligning the content of college and university teacher preparation programs with the CCSS was a challenge.<sup>28</sup>
  - 37 states are providing CCSS briefings for higher education faculty and are working with higher education institutions to align the academic content of teacher preparation programs with the CCSS.<sup>29</sup>
  - 14 have revised, and 10 states will review, the state teacher certification requirements to reflect the CCSS.<sup>30</sup>
- **Washington.**<sup>31</sup>
  - The Professional Educator Standards Board is near completion on revisions to the teacher competencies in endorsements to align with the CCSS.
  - Some educator preparation programs are reassessing their coursework and programs to meet the new endorsement criteria.

Teacher Evaluation.

- **Other States.**<sup>32</sup>
  - 26 states have modified or created evaluation systems or requirements that hold educators accountable for student mastery of the CCSS, and 9 more states plan to do so next school year or later.

### Student Assistance and Remediation.

- **Other States.**
  - 19 of the 40 states surveyed have started working with districts and schools to plan extra assistance for students who may need help in passing CCSS-aligned exams and remediation for students who fail the exams on the first try.<sup>33</sup>
  - 9 states are not currently planning either extra assistance or remediation to address the potentially lower student passing rates on state tests that may occur when the more rigorous CCSS-aligned tests are implemented.<sup>34</sup>

### School Accountability

- **Other States.**
  - 8 survey states are considering temporarily suspending consequences for schools or individuals based on student performance once the CCSS-aligned assessments are administered.<sup>35</sup>
  - 15 states are not presently considering a temporary suspension of consequences, and several more states said it was too soon to decide.<sup>36</sup>

### Parent and Public Education.

- **Other States.**
  - 33 of the 40 survey states are planning to conduct public relations efforts to help educate parents and other stakeholders about the reasons why students may not perform as well on the CCSS-aligned assessments as on current state tests.<sup>37</sup>
  - 37 states are planning outreach activities to inform parents and the public about how the CCSS-aligned assessments differ in general from current state tests.<sup>38</sup>

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## 2. *2013 legislation addressing the implementation of the CCSS*

Nine states introduced legislation in 2013, and one state has pre-filed legislation for the 2014, that prohibits or delays implementation of the CCSS, or requires further study, evaluation and/or review of the CCSS. Only Indiana and Michigan have passed legislation.

The following legislation passed:

### **Indiana**

[HB 1427](#). Provides that the legislative council shall establish a legislative study committee to study issues relating to CCSS or other standards. Requires a written evaluation of the CCSS to the SBE and the chairperson of the legislative study committee. Requires the SBE to secure an opinion from the Office of Management and Budget concerning the fiscal impact to the State and school corporations if the SBE: (1) fully implements the CCSS; or (2) discontinues the implementation of the CCSS standards. Requires the SBE to hold at least three public meetings. Requires the State Department of Education to administer the current state assessments during the 2013-2015 biennium. Provides that, after June 30, 2013, the state, or the SBE on behalf of the State, may not enter into or renew an agreement with any organization, entity, group, or consortium that requires the State to cede any measure of autonomy or control of education standards and assessments, including cut scores. **Status:** Signed by the Governor into law on July 13, 2013.

## Michigan

[HCR-0011](#). Authorizes the SBE and the Michigan Department of Education to move forward and expend resources to implement the use of the CCSS so long as they provided a report on options for assessing the CCSS by December 1, 2013. [Michigan's Report on CCSS Assessment Options](#)

The following legislation was introduced in 2013 but did not pass their respective state Legislatures:

### Alabama

[HB 254 \(2013\)](#) and [SB 403 \(2013\)](#). Prohibits the SBE from adopting and the State Department of Education from implementing the CCSS; prohibits the State Board of Education, the Department of Education, and other State bodies from compiling or sharing data about students or teachers, except under limited circumstances; prohibits the SBE from entering into an agreement or joining a consortium that would cede any control to an entity outside the State; requires notice and public hearings before the SBE adopts or implements any statewide standards.

- **HB 254. Status:** Referred to House Education Committee.
- **SB 403.** Passed the Senate Education Committee on April 17, but failed in the full Senate April 23. **Status:** Indefinitely Postponed.

[HB 565 \(2013\)](#). Prohibits the SBE from adopting and the State Department of Education from implementing the CCSS; clarifies that the SBE retains the sole authority to develop and adopt these standards independent of the federal government or other agency or entity outside of the State. **Status:** Referred to House Education Committee.

### Florida

[HB 25 \(prefiled for 2014 session\)](#). Prohibits the SBE from continuing to implement CCSS until certain requirements are met; provides requirements for adoption or revision of curricular standards; requires the State to withdraw from the Partnership for Assessment of Readiness for College and Careers (PARCC); prohibits the State from implementing certain assessments and requires the State to adopt and implement new assessments; prohibits SBE from entering into certain agreements. **Status:** On October 7, 2013 referred to House Education Appropriations Subcommittee; House Education Committee; and House Appropriations Committee.

### Georgia

[SB 167 \(2013\)](#). Declares certain actions to be treated as invalid relating to adoption of certain curricula; prohibits State education agencies from entering into any commitments relating to the federal Race to the Top program; requires hearings and public input prior to adoption of state-wide competencies and content standards; limits the compilation and sharing of personal student and teacher data; prohibits the expenditure of funds for a state-wide longitudinal data system except for administrative needs and federal grant compliance. **Status:** Referred to the Education and Youth Committee.

### Indiana

[SB 193](#). Prohibits SBE from implementing the CCSS or requiring the use of the PARCC or Smarter Balanced assessment by schools until the SBE holds at least one public meeting, at which testimony must be taken, in each congressional district; requires at least one member of the SBE to attend each public meeting. Requires the SBE to compare Indiana standards with the CCSS, to seek information concerning best practices from a broad range of sources, and consider other superior standards before adopting new standards. Prohibits the SBE from adopting or revising academic standards in a manner that would adopt the CCSS before holding the

required public meetings; however, allows grade two standards to be adopted. **Status:** Passed the Senate but died in the House.

#### **Kansas**

[HB 2289](#). Prohibits school districts, the State Department of Education, and the SBE from expending any moneys to implement the CCSS. **Status:** Had a hearing in the House Education Committee.

#### **Michigan**

[HB 4276](#). Prohibits the SBE from basing academic curriculum content standards on the CCSS. **Status:** Introduced in the House.

#### **Missouri**

[HB 616](#). Prohibits SBE from adopting and implementing the CCSS in public schools. **Status:** Pass out of the House Committee on Government Downsizing to Rules then the House floor but no action taken.

[SB 210](#). Requires the State Department of Education to hold public meetings in each congressional district on the CCSS and report back to the Legislature. **Status:** Passed the Senate and the House in different versions.

#### **Ohio**

[HB 237](#). Prohibits the SBE from adopting, and the State Education Department from implementing, the CCSS. Prohibits the SBE from using PARCC, or any other assessments related to or based on the CCSS. Prohibits the sharing of personally identifiable information of students or teachers with any entity outside the State, except for the limited and specified purposes of the federal Department of Education. **Status:** Referred to the House Education Committee.

#### **Pennsylvania**

[HR 338](#). Urges the Secretary of Education and the SBE to ensure that Pennsylvania's academic standards are thoroughly rigorous for all Pennsylvania students. **Status:** Passed the House.

[HB 1551](#). Stops any further implementation of CCSS and prevents additional State funds from being spent to implement CCSS. **Status:** Referred to the House Education Committee.

#### **South Dakota**

[HB 1204](#). Requires the SBE to obtain legislative approval before adopting any further CCSS. **Status:** Passed the House.

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### B. NGSS (Science Standards)

#### 1. *Implementation by Washington*

OSPI has a general timeline for the implementation of the NGSS which is modeled after the implementation of the CCSS.

- 2013-16: Build awareness and capacity in schools
- 2016-17: Full implementation of the standards
- 2017-18: Students tested on new standards

## 2. *Implementation by Other States*

Other state implementation plans include the following:<sup>39</sup>

- **California** [initially plans](#) to implement NGSS during the 2014-15 school year at the earliest.
  - **Kansas** is also on a gradual [four-year path](#) toward implementation.
  - **Kentucky** intends to begin K-12 implementation in 2014-15.
  - **Maryland's** [preliminary plans](#) for implementation do not fully introduce the standards until 2017-18.
  - **Rhode Island's** initial four-year implementation plans move from awareness and understanding, to curriculum shifts, to instructional shifts, to assessment systems.
  - **Vermont** is in the process of establishing an advisory team to liaise with the State's implementation team and communicate about the NGSS to stakeholders. Regional training meetings will continue through 2014.
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### III. **Statewide Student Assessments of the Standards**

Under federal No Child Left Behind (NCLB)/Elementary and Secondary Education Act (ESEA), states must assess students in grades three-eight and once in high school on the state reading and mathematics learning standards; and on the state science learning standards once in the elementary grades, once in the middle school grades and once in the high school grades. As previously mentioned in Part I of this memorandum, Washington adopted the CCSS as Washington's student Essential Academic Learning Standards (EALRs) in English language arts and mathematics in July 2011.

NCLB/ESEA does not require that students pass the high school assessment to graduate from high school; however, this is a Washington State requirement. Since 2008, Washington students have been required to meet the state standard on the high school assessments in reading and writing, to earn a Certificate of Academic Achievement (CAA), and to graduate from high school. Twenty-five states administered high school exit exams in school year 2011-12, and a 26th state (Rhode Island) is planning to implement an exit exam requirement for the Class of 2014.<sup>40</sup>

Federal law does not require states to adopt the CCSS. However, under NCLB/ESEA, states must test the state learning standards and Washington has adopted the CCSS as Washington's EALRs. Additionally, adoption and implementation of CCSS (or other learning standards and assessments of college readiness) are conditions of Washington's NCLB/ESEA flexibility waiver.

#### A. **CCSS (English Language Arts and Mathematics Standards Assessments)**

##### 1. *Washington and other states*

Washington is one of 24 states that joined the Smarter Balanced Assessment Consortium (SBAC), which was one of two state consortia awarded a federal grant to develop new language arts and mathematics assessments in grades 3-8 and grade 11 that are, among other things, aligned with the CCSS and test college and career readiness at the high school level. The Partnership for Assessment of Readiness for College and Careers (PARCC) is the other consortium, which is comprised of 18 states. The assessments are required to be ready for use by the 2014-15 school year. To continue in SBAC after the beginning of the 2014-15 school year, Washington must agree to use the SBAC developed tests as its federal accountability assessments.



Both SBAC and PARCC are establishing the level of achievement on the assessments or the "cut-score" that is necessary for students to achieve to be determined college and career ready. Under current state law, the SBE establishes the "cut score" needed for purposes of graduation, which may or may not be the same as a cut score for college and career readiness.

Under current law, as amended in the 2013 legislative session<sup>41</sup>, beginning with the Class of 2016 through the Class of 2018, Washington will phase in the Smarter Balanced assessments, which assess the CCSS. During those transitional years, high school students may use either the current assessments in reading, writing, and algebra or geometry; or the Smarter Balanced assessments in language arts and mathematics to meet the high school graduation requirements. The graduating Class of 2019 and beyond must meet the state standards on the Smarter Balanced assessments to meet the high school graduation requirements.

Washington schools may volunteer to field test in spring 2014 the CCSS assessments developed by the SBAC. OSPI is applying to the federal Department of Education for a waiver that, when approved, will allow the elementary and middle schools to participate in the Smarter Balanced field tests without having to also administer Washington's current state assessments in those content areas.<sup>42</sup> *(Note: This means that 2014 school accountability would be based on spring 2013 Measurements of Student Progress (MSP) results.)*

Twenty-seven of forty states surveyed have already taken steps to start assessing students' mastery of the CCSS or will do so before the consortia-developed assessments are ready in school year 2014-15.<sup>43</sup>

## 2. Other Options for CCSS Statewide Assessments

Some states are considering other options as partial or full alternatives to the PARCC and SBAC exams.

Alabama. Alabama, has announced that it will use the ACT Aspire system instead of the tests being designed by PARCC or Smarter Balanced, the two federally funded assessment consortia.<sup>44</sup>

Florida. Florida planned to use exams being created by PARCC to measure progress on the CCSS, but the state Department of Education was directed by Gov. Rick Scott to consider other options. Five companies are now competing for the State testing contract. PARCC did not submit a proposal for the State contract because it is federally funded.<sup>45</sup>

Kansas. The Kansas State Board of Education voted to withdraw from SBAC, choosing instead to commission the tests from the University of Kansas. The key concern was that the Smarter Balanced tests will be more expensive than commissioning the assessments from KU's Center for Educational Testing and Evaluation.<sup>46</sup>

Michigan. As previously indicated in this memorandum under "*Part I, Implementation of the Standards: 2013 legislation*", Michigan passed a legislative resolution for a report on options for assessments fully aligned with the CCSS. The Michigan State Board of Education produced a report comparing **each** twelve educational assessment vendors on several categories of a college readiness assessment. The report provides that a conscious decision was made not to consolidate the ratings for each category into an overall Executive Summary. However, the report does provide that the Smarter Balanced Assessment is the only viable option for Michigan.<sup>47</sup> The full report can be found at: [Michigan's Report on CCSS Assessment Options](#).

## B. NGSS Assessments<sup>48</sup>

Currently, there are no assessments for the NGSS in development. In 2011, the Washington State Legislature authorized OSPI to participate in the development of science assessments to assess the new NGSS and to modify the statewide student assessments in science accordingly; but before any modifications are adopted, OSPI is required to provide the legislative education committees an opportunity to review the proposed modifications beforehand.<sup>49</sup> (As previously mentioned in Part I of this memorandum, Washington adopted the NGSS as Washington's student EALRs in science on October 4, 2013.)

In 2013, state legislation was passed providing that OSPI may develop or adopt science end-of-course assessments or a comprehensive science assessment, when so directed by the Legislature.<sup>50</sup> The legislation additionally provided that the Legislature intends to transition from a biology end-of-course assessment to a more comprehensive science assessment in a manner consistent with the way in which the state transitioned to the CCSS English language arts assessment and a comprehensive mathematics assessment. The legislation further provided that the intent is that the transition will include at least two years of using the student assessment results from either the biology end-of-course assessment or the more comprehensive assessment in order to provide students with reasonable opportunities to demonstrate high school competencies while being mindful of the increasing rigor of the new assessment. Additionally, OSPI was directed to develop or adopt a science that is not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender. OSPI must also review the objective alternative assessments for the science assessment, after the assessment is developed or adopted, and make recommendations to the legislature regarding additional objective alternatives, if any.

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### Endnotes

<sup>1</sup> Common Core State Standards Initiative website: <http://www.corestandards.org/>

<sup>2</sup> OSPI website: <http://www.k12.wa.us/Corestandards/default.aspx>

<sup>3</sup> Common Core State Standards Initiative website: <http://www.corestandards.org/in-the-states>. Alaska, Nebraska, Texas and Virginia have not adopted the Common Core State Standards. Minnesota adopted English language arts but did not adopt the mathematics standards.

<sup>4</sup> U.S. Department of Education website: <http://www.ed.gov/news/press-releases/us-secretary-education-duncan-announces-winners-competition-improve-student-assessments>

<sup>5</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/ELAstandards/default.aspx>

<sup>6</sup> Washington State Legislature Bill Information website: [ESHB 1410 \(2011\)](http://www.wa.gov/legislation/bills/2011/ESHB_1410_2011)

<sup>7</sup> Next Generation Science Standards website: <http://www.nextgenscience.org/next-generation-science-standards>

<sup>8</sup> Next Generation Science Standards FAQ website: <http://www.nextgenscience.org/frequently-asked-questions>

<sup>9</sup> OSPI website: <http://www.k12.wa.us/Science/NGSS.aspx>

<sup>10</sup> OSPI website: <http://www.k12.wa.us/Communications/PressReleases2013/NewScienceStandards.aspx>

<sup>11</sup> National Science Teachers Association: <http://ngss.nsta.org/>. Eight states have adopted the NGSS: Delaware, California, Kansas, Kentucky, Maryland, Rhode Island, Vermont, Washington.

<sup>12</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=421>, *Year 3 of Implementing the Common Core State Standards: An Overview of States' Progress and Challenges*, (August 2013).

<sup>13</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx>

<sup>14</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=421>, *Year 3 of Implementing the Common Core State Standards: An Overview of States' Progress and Challenges*, (August 2013).

<sup>15</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx>

<sup>16</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=421>, *Year 3 of Implementing the Common Core State Standards: An Overview of States' Progress and Challenges*, (August 2013).

<sup>17</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=424>, *Year 3 of Implementing the Common Core State Standards: State Education Agencies' Views on Postsecondary Involvement*, (September 18, 2013).

<sup>18</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx>

<sup>19</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx>

<sup>20</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=421>, *Year 3 of Implementing the Common Core State Standards: An Overview of States' Progress and Challenges*, (August 2013).

<sup>21</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx>

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- <sup>22</sup> Washington Student Achievement Council website, press releases, <http://www.wsac.wa.gov/sites/default/files/2013.10.01%20SBAC%20Grant%20Media%20Release.pdf>
- <sup>23</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=421>, *Year 3 of Implementing the Common Core State Standards: An Overview of States' Progress and Challenges*, (August 2013).
- <sup>24</sup> Center for Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=423>, *Year 3 of Implementing the Common Core State Standards: States Prepare for Common Core Assessments*, (August 28, 2013).
- <sup>25</sup> OSPI website: <http://www.k12.wa.us/CoreStandards/Transition.aspx>
- <sup>26</sup> Telephone calls and emails with David Brenna, Professional Educator Standards Board and Bob Cooper, Washington Association of Colleges for Teacher Education.
- <sup>27</sup> OSPI website: <http://www.k12.wa.us/Communications/PressReleases2013/GatesFoundationGrant.aspx>
- <sup>28</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=424>, *Year 3 of Implementing the Common Core State Standards: State Education Agencies' Views on Postsecondary Involvement*, (September 18, 2013).
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- <sup>30</sup> Center on Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=421>, *Year 3 of Implementing the Common Core State Standards: An Overview of States' Progress and Challenges*, (August 2013).
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- <sup>34</sup> Center for Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=423>, *Year 3 of Implementing the Common Core State Standards: States Prepare for Common Core Assessments*, (August 28, 2013).
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- <sup>36</sup> Center for Education Policy website: <http://www.cep-dc.org/displayDocument.cfm?DocumentID=423>, *Year 3 of Implementing the Common Core State Standards: States Prepare for Common Core Assessments*, (August 28, 2013).
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