

2. Improve/expand the glossary.

It seems that in a 70+-page document full of mathematical terms that there should be considerably more than a one and a half page glossary. There is a need for a full and complete glossary with clear and consistent terminology.

3. Algebraic Pattern Recognition

The concepts of algebraic thinking using repeating patterns are not addressed at any of the grade levels. Patterning is the basis for all mathematics and needs to be addressed at all grade levels. An Algebra strand starting in Kindergarten is a must. This area seems to have been overlooked by the authors of the Common Core, or they have assumed it to be a skill that is embedded in more complex tasks. In Kansas, we have made an effort to emphasize this skill with students to be able to draw connections within mathematics and with other content. As mentioned in the opening paragraphs, this is one area in particular that we feel either needs to be addressed in the final draft from the Writing Group or that we need to consider adding to the document for Kansas.

4. Building on Prior Work, Particularly NCTM

Early versions of the Common Core standards documents, and the publicly released “College and Career Ready Standards” draft issued last year, seem to have ignored the long history of work in the area of standards by professionals in the field, in particular the National Council of Teachers of Mathematics (NCTM). The NCTM standards have been the basis for many state standards documents, including Kansas, and have also been used in classrooms across the nation for over 20 years.

The latest drafts of the Common Core, however, have shown a desire to make use of this historical foundation. There has been more overt cooperation between the authors and NCTM, and the current draft incorporates a large portion of the work from NCTM’s Curriculum Focal Points (2006) document into the Common Core “critical areas” for instruction. This has not only improved the overall coverage of the document, but it will also aid us as we begin to focus on instructionally relevant groupings of content for the field to concentrate on during instruction.

Summary

In short, we do not feel we will need to add many indicators to the Common Core Standards to bring them up to the level that Kansans have come to expect and there are a number of things in the document that support initiatives that we were already looking at (critical areas). There may need to be some minor additions to the final draft to fill in gaps in a few areas, but overall the Common Core is comparable in coverage to our current Standards.