How the College Board Standards for College Success Align to the Common Core State Standards

Overview

The purpose of this comparison is to provide information to states and districts regarding the alignment between the *Common Core State Standards (CCSS)* and the *College Board Standards for College Success™ (CBSCS)* in English Language Arts and Mathematics and Statistics. This summary provides an overview of both standards frameworks as well as a summary of the alignment findings. The full alignment study includes detailed side-by-side comparison charts for English Language Arts and Mathematics and summaries of which CCSS are not matched to any College Board Standard.

Overall, there is considerable agreement between the Common Core State Standards and the College Board Standards for College Success, and districts and schools can draw on the CBSCS to help translate the Common Core State Standards into curriculum and instructional materials.

Background and Context

Common Core State Standards: The Common Core State Standards articulate the knowledge and skills students need to be ready for college and careers. They were designed to be (1) anchored in research and evidence, (2) aligned to college and workplace expectations, (3) rigorous, clear, and consistent, and (4) reflective of best practices in international frameworks. The standards span from kindergarten through 12th grade. The CCSS are structured in the following ways:

English Language Arts CCSS	Mathematics CCSS
Overarching College and Career Readiness (CCR) standards K-8 (individual grade level standards); High School (9-10 and 11-12 grade bands) Four strands of standards within each grade level or band: Reading, Writing, Speaking and Listening, and Language Standards for Literacy in History/ Social Studies, Science, and Technical Subjects	K-8 (individual grade level standards organized by domain); High School (6 conceptual categories or strands) Three level organizational structure for each grade level or conceptual category: - Domain - Cluster (group of standards) - Standards Standards for Mathematical Practice

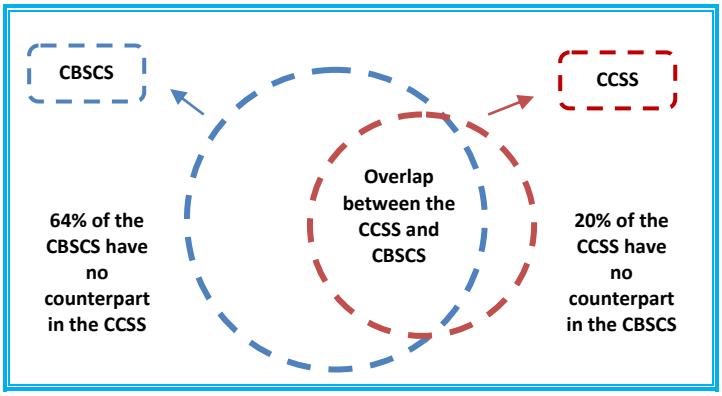
College Board Standards for College Success: The College Board Standards for College Success define the knowledge and skills students need to develop and master in English language arts, mathematics and statistics, and science in order to be college and career ready. The CBSCS outline a clear and coherent pathway to Advanced Placement® (AP®) and college readiness with the goal of increasing the number and diversity of students who are prepared not only to enroll in college, but also to succeed in college and 21st-century careers. The standards span from approximately grade 6 through high school. The CBSCS were designed to articulate clear standards and objectives with supporting, in-depth performance expectations to guide instruction and curriculum development. These standards are intentionally specific in order to assist educators in designing lessons, curricula, and assessments. The CBSCS are structured in the following ways:

English Language Arts CBSCS	Mathematics and Statistics CBSCS
Six-level developmental progression, beginning in grade 6 and continuing to AP English. Five strands: » Reading » Writing » Speaking » Listening » Media Literacy Each standard consists of three levels: » Standard (common expectation across levels 1-6) » Objectives (common expectation across levels 1-6) » Performance expectations	Course-based progression for middle school and high school and continuing to AP Calculus and Statistics. Courses: » Middle School Math I » Middle School Math II » Algebra I » Geometry » Algebra II » Precalculus Each standard consists of three levels: » Standard » Objectives » Performance expectations

English Language Arts Alignment

Overall, there is **strong alignment** between the CCSS and the CBSCS in English Language Arts across the Reading, Writing, Speaking and Listening, and Language Strands. Eighty **percent of the CCSS are addressed by the CBSCS**. Additionally, the CCSS and CBSCS are generally comparable in terms of rigor, or level of challenge. The CCSS and CBSCS vary in terms of specificity, which is in part due to the different purposes and organizational designs of the standards. The CCSS focus on required achievements, or outcomes, whereas the CBSCS also address the process elements and strategies that are essential to students achieving the final outcomes. The CCSS only address 46 percent of the CBSCS, since many of the standards focused on process skills and strategies within the CBSCS exceed the scope of the CCSS.

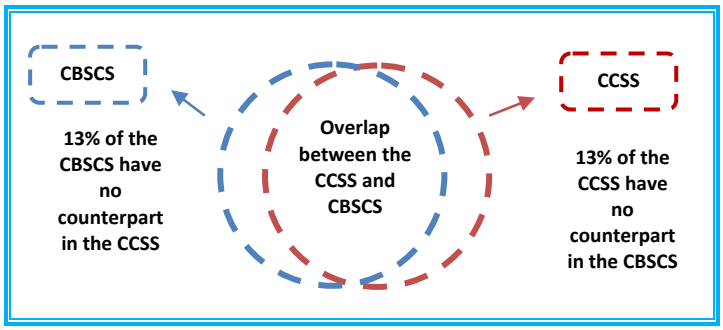
Figure 1: Overlap Between the English Language Arts CCSS and the CBSCS



Mathematics Alignment

Although the alignment is **strong** between the Mathematics and Statistics CBSCS and the CCSS in terms of content coverage, the CBSCS do not neatly align to the CCSS because of the differences in how the standards are organized in both frameworks, when concepts are introduced at different grade levels, and the varying degrees of specificity of both frameworks. The strongest alignment between the CCSS and the CBSCS is evident in the content areas of Algebra II and Precalculus. Eighty seven **percent of the CCSS are addressed by the CBSCS, and conversely, 87 percent of the CBSCS are matched to the CCSS, but the alignments are not consistent in terms of grade level.** The rigor and academic demands of both the CBSCS and the CCSS go beyond the basic skill level of arithmetic computation and help prepare students for college level math. The CCSS are generally less specific than the CBSCS, which is in part due to the different purposes and organizational designs of the standards. Additionally, the CBSCS outline a clearer progression of skills than the CCSS. Considering this, the CBSCS can be used to help further delineate the CCSS.

Figure 2: Overlap Between the Mathematics CCSS and the CBSCS



Next Steps

The full alignment study includes analyses for both ELA and Mathematics, side-by-side comparison charts between the CBSCS and the CCSS, and a summary of the CCSS and CBSCS that are not reflected in each individual framework.

The College Board views itself as a committed partner to states and districts as they build their Common Core implementation plans and can offer guidance and technical assistance in the areas of standards, assessment, and curricular alignment.

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Organization of the English Language Arts Common Core State Standards (Grade 6-12)

Reading Standards for Literature
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading Standards for Informational Text
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Writing Standards
- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Speaking and Listening Standards
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Language Standards
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Organization of the Mathematics Common Core State Standards (Grades 6-12)

Grades 6-8 (Grade level standards)

Grade 6
- Ratio and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Grade 7
- Ratio and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

Grade 8
- The Number System
- Expressions and Equations
- Functions
- Geometry
- Statistics and Probability

High School (6 conceptual categories)

Number and Quantity
- The Real Number System
- Quantities
- The Complex Number System
- Vector and Matrix Quantities

Algebra
- Seeing Structure in Expressions
- Arithmetic with Polynomials and Rational Functions
- Creating Equations
- Reasoning with Equations and Inequalities

Functions
- Interpreting Functions
- Building Functions
- Linear, Quadratic and Exponent Models
- Trigonometric Functions

Modeling
- These standards appear throughout the document with a star symbol (*)

Geometry
- Congruence
- Similarity, Right Triangles and Trigonometry
- Circles
- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension
- Modeling with Geometry

Statistics and Probability
- Interpreting Categorical and Quantitative Data
- Making Inferences and Justifying Conclusions
- Conditional Probability and the Rules of Probability
- Using Probability to Make Decisions

Mathematical Practices (Grades 6-12)
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.