II. THE PROMISE AND THE PERIL OF THE COMMON CORE ASSESSMENTS

Learning to Teach Nothing In Particular: A Uniquely American Educational Dilemma
David K. Cohen, American Educator, Winter 2010-2011

“The problem that the U.S. faces is not just how to build coherence with the instruments that have become familiar and are relatively easy to devise – academic standards and assessments – but also how to create the capability to use such instruments effectively and equitably. Excellent academic standards and assessments could be potent resources, but resources are not self-implementing; they become active only when they are used, and effective only when they are used well.”

The Challenge of Implementing the Common Core State Standards for Mathematics
William Schmidt, April 2012

This exhibit features, in PowerPoint form, the multiple challenges to implementing and assessing the Common Core State Standards in Math.

Springing to Life: How Greater Educational Equality Could Grow from the Common Core Mathematics Standards
William H. Schmidt and Nathan A. Burroughs, American Educator, Spring 2013

The authors argue, in depth and detail, that the common core math standards have the potential to be a powerful tool in defeating the “pervasive inequality” of the U.S. educational system.

Moving Forward: A National Perspective on States’ Progress in Common Core State Standards Implementation Planning
Education First and Editorial Projects in Education, February 2013

So, if implementation is key to making the Common Core State Standards (CCSS) work as intended, how well are states doing? This survey of state education agency officials offers a self-report of states’ CCSS-related planning efforts. It seeks to “examine how state leaders are moving forward with the new standards, by collecting information on their plans to support implementation in several key areas. In the survey, states report on the status of their implementation planning as of summer 2012.”