



## Talking Points for Standards Hearings

- 1) General information:
  - Sixty people will be allowed to testify which is three minutes per person
  - Five hundred words read slowly enough to be heard clearly takes about three minutes
  - Whatever parallels or connections there may be between Common Core and the failed regimes of history, international agencies, or programs, using terms like “Nazism,” “communism,” “United Nations,” and “Agenda 21” will give the opposition the opportunity to discredit your testimony and hurt the general cause by focusing on those issues instead of the many problems with Common Core.
- 2) The Common Core standards are academically inferior and not rigorous
  - No evidence of international benchmarking causing five respected academics to not sign off on final version
  - No evidence they will work
    - Bill Gates, their greatest proponent, said, “It would be great if our education stuff worked, but that we won’t know for probably a decade.”
    - Research by the more liberal leaning Brookings Institution indicates that Common Core is unlikely to improve achievement
  - They will only prepare children for a non-selective community college
  - The English reading standards emphasize skills over knowledge
  - Writing is stressed far more than reading, yet one cannot write well if they don’t read well
  - Informational texts are emphasized over the understanding of literature which is what provides the ability to think critically
  - There is delay or omission of important math concepts that prevent college success or STEM careers
- 3) The Common Core standards are not developmentally appropriate, making demands of children they cannot fulfill, creating stress, and decreasing the desire to learn and be engaged in learning with over five hundred early childhood professionals signing a statement to that effect. Here are a few examples:
  - Makes demands of kindergarten children that many adults have not learned, such as to “participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups,” follow agreed-upon rules for discussions,” and “continue a conversation through multiple exchanges.”
  - Expects first grade students who are just learning to read to distinguish “shades of meaning” for various words
  - Instead of learning the meaning of words based on their base meaning, young children are expected to learning the meaning based on suffixes
- 4) Documents from the federal and state governments, and various groups admit an emphasis in the standards on the teaching, testing and data collection of subjective non-cognitive, psychological attitudes and attributes:
  - The writing standards emphasize emotional, opinion-based writing in the younger grades
  - Instead of learning and knowing math facts which allows for the ability to solve problems, first grade students are expected to “Make sense of problems and persevere in solving them.”
  - Requires third grade students to know their own or others’ state of mind
  - The testing consortia developing the federally supervised national tests will be sending individual data from the assessments of these psychological traits to the US Department of Education for “research.”