



Common Core Standards Alignment with SpringBoard® Grades 6–12

Your Pathway to AP® and College Readiness

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) led the initiative to develop the Common Core State Standards. The Standards are the result of collaboration among many members of the education community, as well as input from the general public. The majority of states have now adopted these standards as the framework for their instruction in English language arts and mathematics to provide a clear and consistent guide to preparing all students for college and career success.

The College Board is proud of its collaboration with other education professionals who helped to write and review the Common Core Standards for English language arts and mathematics. As an original partner organization guiding the development of Common Core Standards, College Board staff served in multiple roles:

- Writing team for College and Career Readiness Standards
- Feedback group providing ongoing feedback and reviews of the K-12 standards
- Advisory group member (one of five organizations) guiding the Common Core initiative.

Implementing the Common Core

Over the next months, states will be adapting their English language arts and mathematics curricula to incorporate the framework of the Core Standards. To achieve the goals of the Common Core Standards, it will be vitally important for curriculum materials to provide a pathway to instructional success. The Common Core Standards provide the “**what**” in the form of required achievements for students. Curriculum materials must provide the “**how**” to help students achieve the standards outlined. Through its focus on content, process, learning strategies, ongoing performance-based assessments, and unparalleled professional development, SpringBoard delivers the curriculum that will help all students and teachers reach the goals of the Common Core initiative.

The SpringBoard Advantage

The Common Core college and career readiness standards in English language arts and mathematics outline student achievements that:

- Align with college and workplace expectations
- Include rigorous content and applications of knowledge
- Are based on evidence build upon strengths and lessons of current state standards.

SpringBoard fully supports these outcomes for both English language arts and mathematics. SpringBoard curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”
- Integrating content that addresses key strengths found in current state standards; the rigor of the curriculum fully meets and often exceeds the expectations of key state standards.

SpringBoard English Textual Power™ - Alignment to the Common Core Standards

The Common Core Standards for English language arts are organized by individual grade level bands in middle school and configured as shared bands in high school (i.e., grades 9-10 and 11-12). Each performance band contains vertically articulated “Anchor Standards” for reading, writing, communication, and language.

With its already rigorous curriculum, the SpringBoard program is well aligned to the Common Core Standards. The SpringBoard curriculum not only meets the Core standards, but also quite often exceeds their performance expectations. SpringBoard adds value to the Common Core standards through its strong emphasis on reading analysis, writing in multiple modes, vocabulary acquisition, and language usage that builds from basic language acquisition through effective use of rhetoric and complex syntax.

Reading Literary Text and Informational Texts

The Common Core standards for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The strength of the SpringBoard program continues to be the development of critical thinking and close reading skills through scaffolded instruction in preparation for reading and responding to the kind of literary and informational texts students will encounter in AP Literature and Composition as well as AP Language and Composition exams.

The Common Core Standards explicitly emphasize the examination of key reading concepts (e.g., paired passages, examining part-to-whole relationships within larger body of texts, integration of knowledge and ideas across subjects, etc.) within a particular grade level. SpringBoard addresses the standards and expectations listed in the Common Core; however, in some instances the alignments might occur the grade level before or after where it is specified in the Common Core Standards.

SpringBoard activities provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and an author’s development of style.

Writing

SpringBoard contains a vertically articulated writing program that prepares students to exceed the writing performance expectations outlined in the writing strand of the Common Core standards. Together, SpringBoard activities and Writing Workshops deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication.

The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams, and college.

Communication

The Communication Strand of the Common Core Standards outlines the oral literacy and technology skills pertinent to success in the 21st century. SpringBoard contains a sophisticated progression of oral literacy and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others as they make meaning from, create, and present texts in a variety of media.

Language

SpringBoard is well aligned with the Common Core standards for grammar and conventions and vocabulary acquisition and use. SpringBoard's instructional approach to language development is to present all new information within the context of an activity that students are to do. This approach ensures that students' grammar and vocabulary use are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks.

SpringBoard Mathematics with Meaning™ - Alignment to the Common Core Standards

The SpringBoard program provides a well aligned, coherent curriculum for schools and teachers to deliver the Common Core standards to students. The strength of the SpringBoard program continues to be its emphasis on rigor, conceptual understanding, applying knowledge, and communicating mathematical understanding.

Organization of Common Core Standards

The Common Core State Standards (CCSS) for Mathematics are organized by grade level in Grades K–8. In the middle grades, the CCSS focus on the following domains:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability
- Functions (Grade 8)

At the high school level, the standards are organized by these conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Geometry
- Modeling
- Statistics and Probability

These conceptual categories show the body of knowledge students should learn in each category to be college and career ready, and to be prepared to study more advanced mathematics. To assist in delineating courses to address the high school standards, a Model Course Pathways based on the Common Core Standards is given. The pathways provide a model of one way to create possible groupings of standards into high school courses. However, the course descriptions are merely suggestions rather than prescriptions for curriculum or pedagogy, and the articulation of the standards into a coherent curriculum is left to states, districts, and schools.

For both middle school and high school standards, SpringBoard provides a proven, coherent curriculum that allows schools to meet the Common Core Standards.

Standards for Mathematical Practice

In addition to the conceptual standards, the Common Core outlines Standards for Mathematical Practice. These standards describe the important “processes and proficiencies” that are of long-standing importance in mathematics education, including the NCTM process standards and the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*.

The following paragraphs outline how SpringBoard Mathematics fully addresses these Standards for Mathematical Practice.

1. Make sense of problems and persevere in solving them.

SpringBoard supports students in this practice by providing reading strategies, scaffolded activities with contextual content, and leading questions that guide students to analyze problems and create plans for solving them.

2. Reason abstractly and quantitatively.

With SpringBoard students learn this important practice by creating multiple representations of problem situations. Students are required to communicate both verbally and in writing to explain their collaborative investigations of contextual problems that bring the real world of mathematics into the classroom.

3. Construct viable arguments and critique the reasoning of others.

Through professional development and the construction of activities, SpringBoard encourages a collaborative environment of student engagement in which all students participate by discussing specific problem situations, offering possible solutions, evaluating one another’s contributions, and collaboratively presenting arguments for viable solutions.

4. Model with mathematics.

With SpringBoard activities, students use contextual problem situations to “model with mathematics” as they create a variety of mathematical representations to support what they know, how they know it, and why it works.

5. Use appropriate tools strategically.

Students are encouraged to pursue a variety of avenues and problem solving strategies when seeking a solution. In the safe environment of the SpringBoard classroom, teachers facilitate the debriefing process to allow students to evaluate the efficiency of possible solution methods that help them learn to use mathematical tools strategically.

6. Attend to precision.

SpringBoard encourages mathematical precision through classroom discussions, presentations, and group interactions in which students explain their reasoning as well as the mathematical principles and terms supporting their arguments. In-depth study of mathematical terms and academic vocabulary plus tips for reading and writing math support students in precisely describing and using mathematical terms. Through formative feedback on embedded assessments, teachers provide students with specific actionable steps. Embedded assessment scoring guides in the student materials set expectations for accuracy and precision of work.

7. Look for and make use of structure.

SpringBoard activities require students to consider contextual problems, identify pertinent information, and conceptualize possible problem solutions by recognizing how mathematical elements connect and exhibit patterns.

8. Look for and express regularity in repeated reasoning.

Facilitated by teacher questioning, SpringBoard asks students to communicate in their own words their processes and products in solving problems. Students are also asked to evaluate the reasonableness of their own and others' solutions. SpringBoard has built into its materials a variety of structures to assist students in making connections, including learning strategies, math tips, multiple representations, communication, and debriefing.

Phi Delta Kappa Stamp of Quality

SpringBoard claims about the quality and rigor of its products have been validated by an independent source. The Curriculum Management Audit Center of Phi Delta Kappa International recently completed an audit of the SpringBoard English language arts and mathematics curriculum materials. The following quotes are from PDK's highly-skilled auditors:

“Overall, the auditors found the SpringBoard program to include a high quality curriculum, with aligned and robust assessments and exemplary models of instructional practices. Professional development was also found to be of high quality, and it modeled the SpringBoard instructional practices within its delivery to teachers and administrators.”

“The auditors found that the program integrates many simulated, real-life activities that are both pertinent to today's world and applicable in a wide variety of contexts. This increases the likelihood that the materials are preparing students for their future professional environment. Another aspect of this preparation is the degree to which students are engaged in critically evaluating different perspectives and approaches and are working cooperatively with one another. These are key skills for the future workplace, and the increase the likelihood students will be able to function in a diverse, challenging environment.”

“All the components deemed necessary for a quality written curriculum are present in the materials. The teacher's editions were very strong in suggesting effective teaching strategies and student activities, and all activities were very student-centered and rigorous. The auditors found that the materials were strongest in allowing for different learning styles and interests within the classroom and in facilitating problem-solving and critical thinking....”

“Students who complete the SpringBoard program will have a substantively greater likelihood to be successful in post-secondary environments.”