**Timeline for the Development of College and Career-Readiness Standards and K-12 Standards**

**Background**

* In November 2007, state chiefs discuss developing common standards during the Council of Chief State School Officers’ (CCSSO) Annual Policy Forum in Columbus, Ohio.
* On December 19, 2008, the National Governors Association Center for Best Practices (NGA), CCSSO, and Achieve release an influential report, [Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education](http://www.edweek.org/media/benchmakring%20for%20success%20dec%202008%20final.pdf). The report highlights a set of recommendations from an advisory group on international benchmarking made up of state education chiefs, governors, and leading education researchers. The first recommendation of the panel is to **“**upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive.”
* In [February 2009](http://blogs.edweek.org/edweek/NCLB-ActII/2009/02/governors_endorse_common_core.html?qs=Common+Core+State+Standards), governors attending the NGA’s winter meeting voted to approve a policy statement putting state leaders in charge of a national effort to establish a “common core” of standards defining what students should know.
* On [April 17, 2009](http://www.edweek.org/ew/articles/2009/04/16/29standards.h28.html?qs=international+benchmarking+ccsso), CCSSO and NGA convene chiefs and governors education policy advisors in Chicago, IL and launch the Common Core State Standards Initiative. CCSSO and NGA invite states to commit to the process of developing a common set of state standards in English language arts and mathematics.
* On [June 1, 2009](http://www.nga.org/cms/home/news-room/news-releases/page_2009/col2-content/main-content-list/title_forty-nine-states-and-territories-join-common-core-standards-initiative.html), CCSSO and NGA announce that forty nine states and territories have committed to participate in a state-led process to develop common English language arts and mathematics standards. By [September 1, 2009](http://www.nga.org/cms/home/news-room/news-releases/page_2009/col2-content/main-content-list/title_fifty-one-states-and-territories-join-common-core-state-standards-initiative.html), fifty-one states agree to participate in the process.
* On September 24, 2009, a 25-member [validation committee](http://www.nga.org/cms/home/news-room/news-releases/page_2009/col2-content/main-content-list/title_common-core-state-standards-initiative-validation-committee-announced.html) composed of leading figures in the education standards community was announced. The committee was charged with providing independent, expert validation of the process of identifying the Common Core State Standards.

**College and career readiness standards, which address what students are expected to learn when they have graduated from high school**

* On May 29, 2009 a first draft of the college and career readiness standards is distributed to the feedback group for review.
* On July 9, 2009, feedback from the feedback group for the college and career readiness standards was provided.
* During the week of July 13, 2009, CCSSO and NGA received feedback from states on the college and career readiness standards.
* On [September 21, 2009](http://www.nga.org/cms/home/news-room/news-releases/page_2009/col2-content/main-content-list/title_common-core-state-standards-available-for-comment.html), CCSSO and NGA release the first draft college and career ready graduation standards for public comment on [www.corestandards.org](http://www.corestandards.org). A summary of the public comments is available [here](http://www.corestandards.org/assets/CorePublicFeedback.pdf).

*Who Responded?*

*The respondents self-identified and were able to select multiple categories. Keeping in mind that a single one of the 988 respondents might actually represent many people, it is not always possible to know whether a respondent considers herself both a teacher and a professor or whether two people worked jointly to complete the survey. With these caveats, the respondents identified themselves in the following categories:*

* + - *53 percent as educators and another category;*
    - *29 percent as content experts;*
    - *28 percent as teachers;*
    - *22 percent as parents and another category;*
    - *3 percent as parents only;*
    - *14 percent as professors;*
    - *10 percent as school district staff;*
    - *8 percent as students and another category;*
    - *1 percent as students; and*
    - *5 percent as state education agency staff.*

(*The percentages exceed 100 percent because people identified themselves in multiple categories*.)

* On October 7, 2009, states and the feedback group provided another round of comments. The validation committee also commented on the college and career-readiness standards.
* The college and career readiness standards were then used as part of the development process for the K-12 standards.

**Development of K-12 standards, which address expectations for elementary through high school**

* In the summer of 2009, [work groups](http://www.nga.org/files/live/sites/NGA/files/pdf/2010COMMONCOREK12TEAM.PDF) were created to develop the K-12 standards and officially announced in November 2009. Teachers were involved in the work groups and every stage of review.
  + Work teams create first draft standards in early summer;
  + Content experts (for example, mathematicians and mathematics educators reviewed the mathematics standards) examine first draft standards;
  + Working teams use comments to revise standards during July 2009;
  + States and national organizations review and comment on second draft of the standards during August 2009.
* In the summer of 2009, [feedback groups](http://www.nga.org/files/live/sites/NGA/files/pdf/2010COMMONCOREK12TEAM.PDF) were also created to review the K-12 standards and provide feedback.
* On November 13, 2009, the first draft of the K-12 standards was released for comment by chiefs and other state education agency staff (the states). Over 30 states provided feedback at this time.
* On December 4, 2009, the validation committee provided edits and feedback on the draft of the K-12 standards.
* On January 8, 2010, CCSSO and NGA requested feedback from states on a revised draft of the K-12 standards. Again, over 30 states responded. Simultaneously there were several independent reviews of the standards.
* The validation committee was also asked to review this draft and provided additional feedback which was incorporated into the next version.
* On February 9, 2010, a revised version of the K-12 standards was distributed to states. Over 30 states provided comments, including specific feedback from teachers.
* On [March 10, 2010](http://www.nga.org/cms/home/news-room/news-releases/page_2010/col2-content/main-content-list/title_draft-k-12-common-core-state-standards-available-for-comment.html), CCSSO and NGA release the draft K-12 standards for public comment on [www.corestandards.org](http://www.corestandards.org). More than 10,000 educators and members of the public provide comments, including over 30 states. A summary of the public comments is available [here](http://www.corestandards.org/assets/k-12-feedback-summary.pdf).

*Who responded?*

*Nearly 10,000 individual online surveys were completed And submitted. Ninety-two percent of the respondents identified themselves as representing the opinions of an individual rather than a group or organization. Every state and territory is represented in the feedback. Participants identified themselves as:*

* + - *K-12 teachers (48 percent);*
    - *parents (20 percent);*
    - *school administrators (6 percent);*
    - *post secondary faculty members or researchers (5 percent);*
    - *students (2 percent); and*
    - *other (2 percent).*

*(Those who checked “other” went on to specify roles such as “librarian,” “early education teacher,” “grandparent,” “retired,” and “reading or math coach.”)*

* Teachers were critical voice in the development of the standards. The Common Core State Standards drafting process relied on teachers and standards experts from across the country. The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations were instrumental in bringing together teachers to provide specific, constructive feedback on the standards.
* In June 2010, CCSSO and NGA released a [report](http://www.corestandards.org/assets/CommonCoreReport_6.10.pdf) summarizing the work of the validation committee. The validation committee, in reviewing the processes employed to develop the standards, ultimately found them to be:
  + - Reflective of the core knowledge and skills in ELA and mathematics that students need to be college- and career-ready;
    - Appropriate in terms of their level of clarity and specificity;
    - Comparable to the expectations of other leading nations;
    - Informed by available research or evidence;
    - The result of processes that reflect best practices for standards development;
    - A solid starting point for adoption of cross-state common core standards; and
    - A sound basis for eventual development of standards-based assessments.
* On [June 2, 2010](http://intranet.ccsso.org/department/SAA/CommonStateStandards/Shared%20Documents/Communications/Timeline/8-national-governors-association-and-state-education-chiefs-launch-common-state-academic-standards), CCSSO and NGA release the final Common Core State Standards at a public event in Suwanee, GA.
* As of August 1, 2013, [45 states](http://www.corestandards.org/in-the-states), the Department of Defense Education Activity, Washington D.C., Guam, the Northern Mariana Islands and the U.S. Virgin Islands have adopted the CCSS in ELA/Literacy and math and are in the process of implementing the standards locally.