Oregon Consensus on Common Core
K-12
Community Colleges
Public Universities
Governor’s Office

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We …

• favor National Standards intent

• endorse Language Arts Standards

• urge re-direction of Math Standards
The problem with Math Standards: Too far, too fast

Misaligned with college expectations

• HS Standards: complex, abstract math
  e.g. quadratics, imaginary numbers

• 7th-8th Grade Standards: college-ready!

• Insufficient emphasis on understanding
Why do we say this?

- Math competence of college freshmen
- 2 surveys

**ACT:** Instructors of algebra

**Oregon:** Instructors of courses that require math -- but aren’t math
## ACT National Curriculum Survey 2009

### Rank by algebra instructors

<table>
<thead>
<tr>
<th>Topic</th>
<th>College</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Linear equations</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>Quadratic eq’ns</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>Quad. Eq’ns &amp; fxn notation</td>
<td>54</td>
<td>2</td>
</tr>
</tbody>
</table>
Oregon University Faculty Survey

Most important: Arithmetic
Linear relationships (rates)
Reading graphs

Least Important: Quadratic equations
Solid Geometry
What should we do?

• Respond regionally to math standards

• Ensure collaborative test design by appropriate university faculty and K-12 teachers (not just the usual suspects)

• Believe we can do something
  Lots of smart people
  Our stake: placement