

COMMON CORE: THE WAY FORWARD

Terry L. Stoops, Ph.D.

Director of Research and Education Studies

John Locke Foundation

6. Stretch Your Thinking Juan and Brooke each measured the length of the same paper clip correctly. Juan says the paper clip is about 5. Brooke says it is about 2. Explain how they can both be correct.

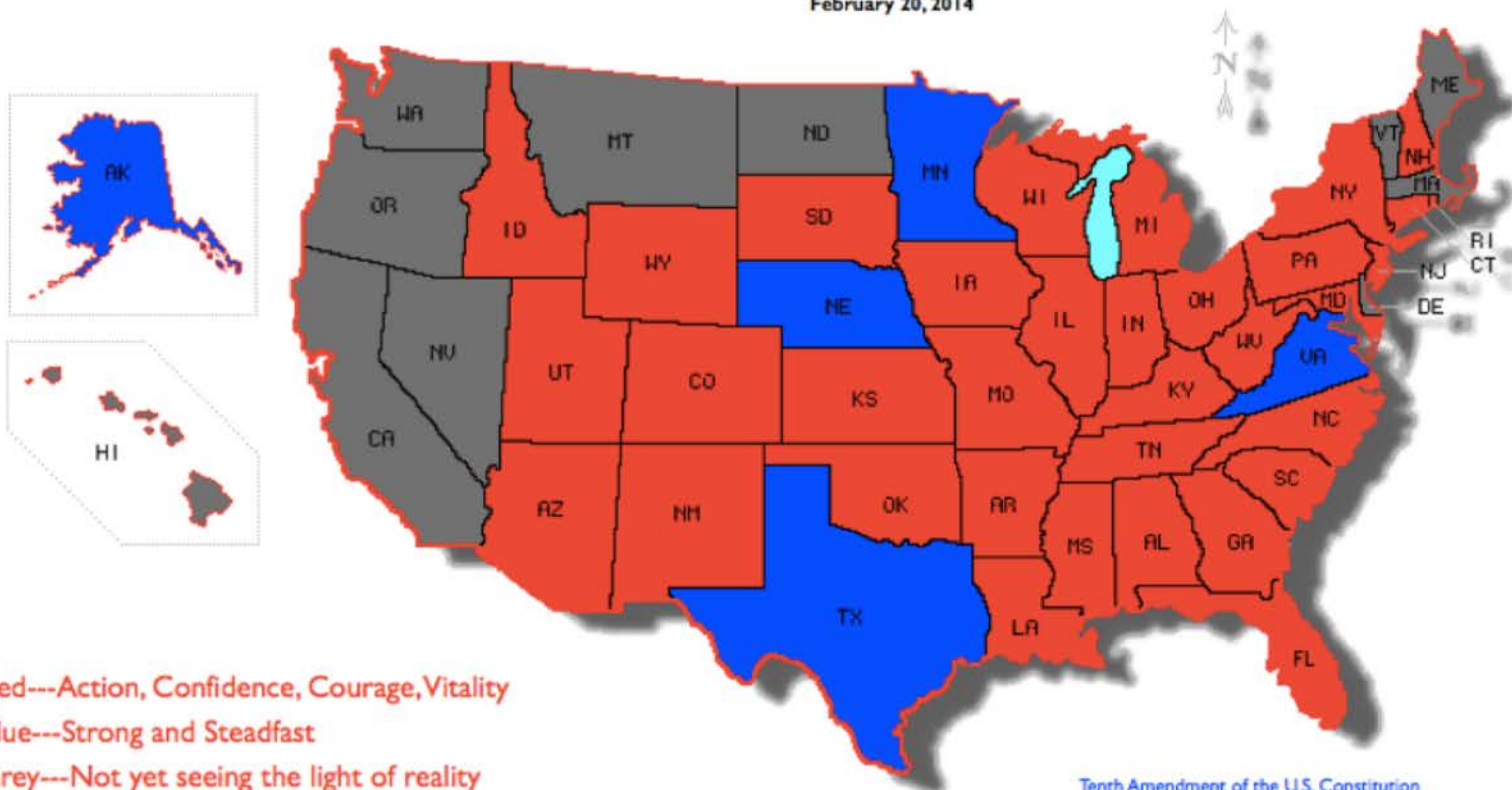
4. Stretch Your Thinking Brian has some boxes of paper clips. Some boxes hold 10 clips and some boxes hold 100. He has some paper clips left over. He has three more boxes with 100 paper clips than he has boxes with 10 paper clips. He has two fewer paper clips left over than he has numbers of boxes with 100 paper clips. What number of paper clips could he have?

Retaining Constitutionally Guaranteed Liberty and State Sovereignty

- - - Rejection Pending
- - - Rejected CCSS
- - - Waiting for Reality

Rejecting the Common Core State Standards

February 20, 2014



Red---Action, Confidence, Courage, Vitality

Blue---Strong and Steadfast

Grey---Not yet seeing the light of reality

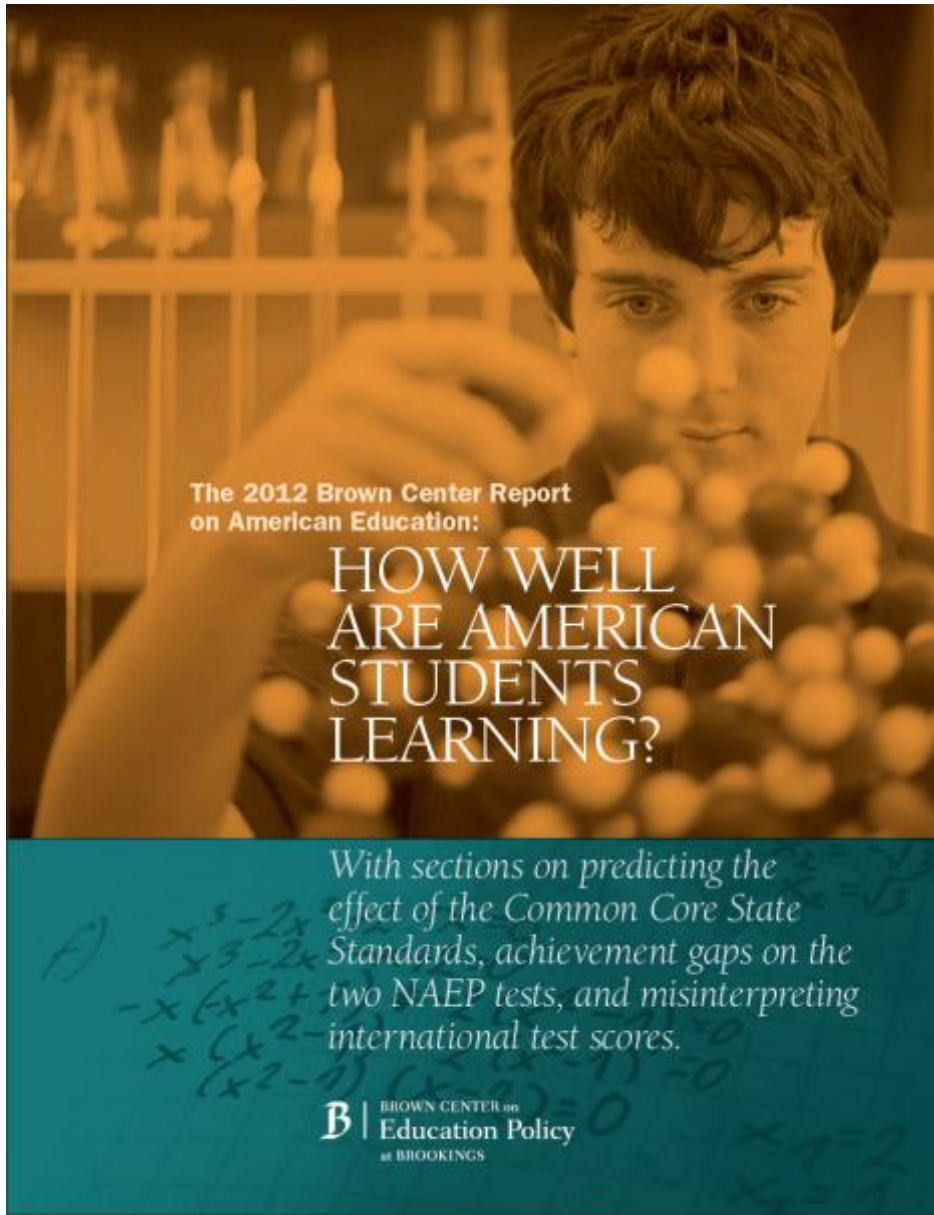
Tenth Amendment of the U.S. Constitution

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, or to the people.

Truth in American Education

www.truthinamericaneducation.com





The 2012 Brown Center Report
on American Education:

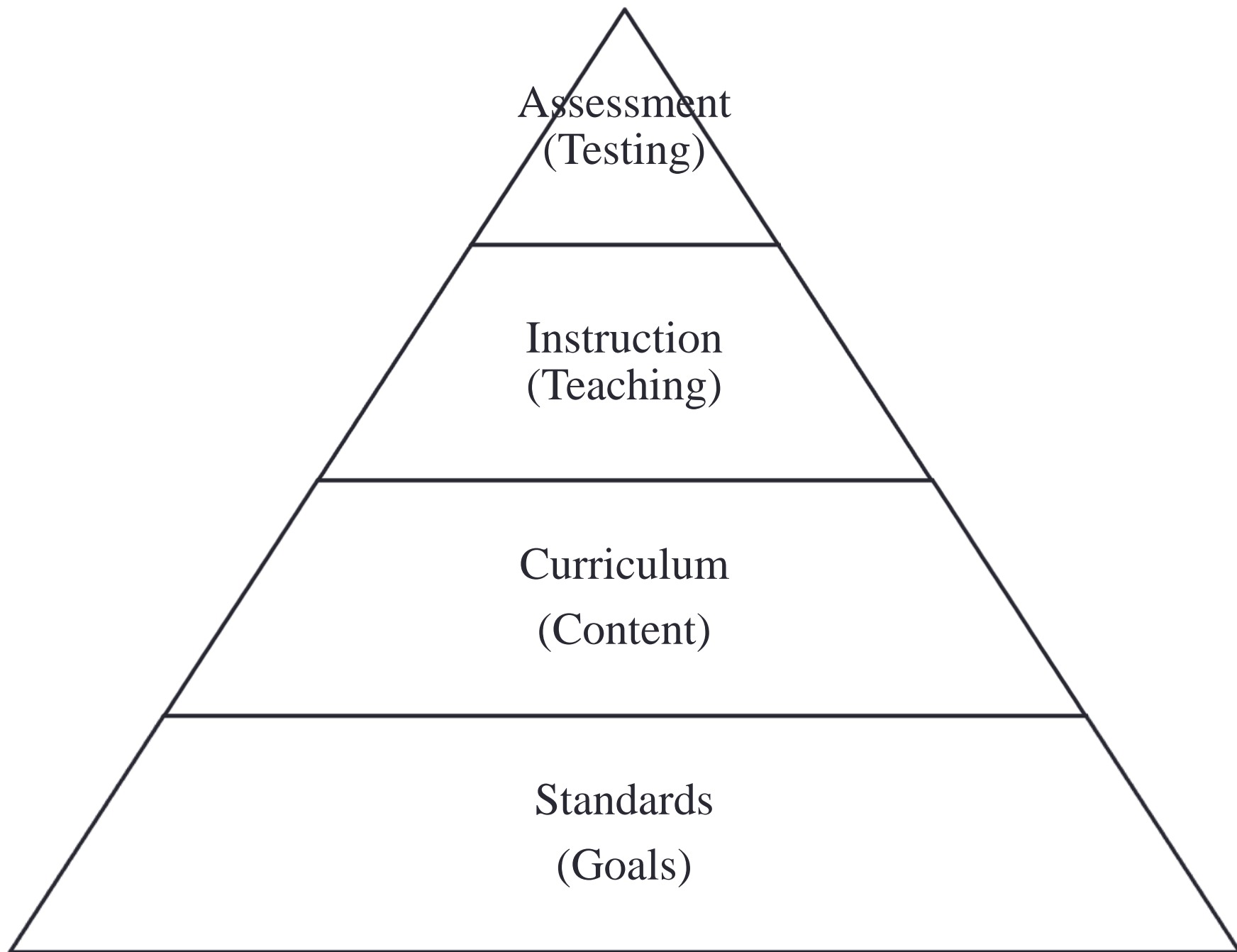
HOW WELL ARE AMERICAN STUDENTS LEARNING?

With sections on predicting the effect of the Common Core State Standards, achievement gaps on the two NAEP tests, and misinterpreting international test scores.

B | BROWN CENTER on
Education Policy
at BROOKINGS

“...the quality of past curriculum standards has been unrelated to achievement.”

“...as a source of achievement disparities, [standards] is not where the action is.”



1. Repair state statute



2. Standards, Curriculum, and Assessment Commission





Terry L. Stoops, Ph.D.

Director of Research and Education Studies

John Locke Foundation

Raleigh, North Carolina

JohnLocke.org

CarolinaJournal.com