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001. note	Handwritten note (partial) (1 page)	n.d.	P6/b(6)
002. note	Handwritten note (1 page)	n.d.	P6/b(6)

COLLECTION:
Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:
National Standards memo to POTUS

2012-0160-S
ry1221

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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THE WHITE HOUSE

WASHINGTON

March 4, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED
MICHAEL COHEN

SUBJECT: YOUR PLAN FOR NATIONAL STANDARDS AND NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATH

Summary of Plan

In your State of the Union Address you challenged every state to adopt high national national standards and by 1999, to test every 4th grader in reading and every 8th grader in math to make sure these standards are met. These national tests will be:

- **Aligned with widely accepted national content standards**. In 4th grade reading, the test will be aligned with the National Assessment of Education Progress (NAEP) reading standards, developed through a consensus process involving reading specialists, curriculum experts, state officials and others throughout the nation. In math, the test will be aligned with the TIMSS international math standard agreed to by experts in 41 countries, including the U.S.. The TIMSS standards are also very highly consistent with the national standards developed by the National Council of Teachers of Mathematics.

- **Based on existing, widely accepted tests that will produce individual scores for students and parents in terms of the national standards.** The new tests will be based on the existing NAEP and TIMSS tests, which are designed to be administered to samples of students and produce national or state-level scores only. The new tests will provide comparable scores for individual students, revealing how well individual students perform relative to clear national or international performance standards

- **Developed by recognized test developers.** The U.S. Department of Education will contract with a test developer to create these tests. The contracting process will begin shortly. The tests will be piloted in Spring 1998, and available for use in schools throughout the country in the Spring of 1999.

- **Voluntary for use by states and local school districts.** Use of these tests will not be required as a condition of receiving federal program funds.

- **Licensed to test publishers and interested states and school districts.** As a result of this licensing agreement, the federal government will not be involved in administering or scoring the tests, and the tests will be readily available.

- **Available to parents and students on the Internet once the tests have been administered.** Each year, after the tests have been administered, the test questions and answers will be released publicly and placed on the Internet, so that parents can find out whether their children are meeting national standards even if their state or district does not use the tests.

- **The focal point for national efforts to prepare all students to reach the standards.** The point of the national standards and tests is to help improve, not just to measure, student achievement. Between now and when the tests are first administered, there must be a focused, sustained effort, and the local, state and national level, to prepare students for these tests. America Reads is one component of such an effort.

Reactions To Date

The reactions to your plan have mainly been quite positive. The Washington Post, USA Today, and many local and regional papers have expressed editorial support for this plan. As you know, the Business Roundtable endorsed it the day after the State of the Union Address. Maryland has already agreed to participate in the testing program, and Gov. Engler will announce his support later this week. Diane Ravitch and Checker Finn wrote a very supportive op-ed piece in the Washington Post last week (copy attached). We expect other education and business groups to weigh in positively as their Spring meetings occur. In addition, informal conversations with state and local education officials and business leaders around the country have been encouraging. They welcome the tests, and believe you have found a way of defining the issue that avoids old political battles. Based on conversations with a number of chief state school officers, I believe that California, New York and South Carolina will commit to participate in the testing program in the near future. A number of others are possible quickly as well.

Criticism of this plan has taken three forms. First, some have said that your plan goes too far. For example, Gov. Thompson wrote an op-ed piece in the New York Times, arguing that standards should be left to the states and local communities. Second, some in the education community have renewed the familiar argument that tests are not the solution to low performance. Instead, they argue that additional funding, better teachers, safer and more caring schools are what's needed. Third, some (e.g., David Broder, Robert Samuelson) have argued that your plan does not go far enough, because it is limited to only two subjects and grade levels, because it is not accompanied by significant new federal funding to prepare students to reach the standards, or because you do not require students to pass tests in order to graduate from high school or receive financial aid for college.

Summary

Your plan for national standards and tests in reading and math is a significant step forward, especially in light of the controversy that has surrounded the standards movement in recent years. The most important thing you can do to advance the standards movement is to continue to press the case for every state to adopt these tests. This month, you will speak to legislatures in Michigan and North Carolina; meet with the chief state school officers here in Washington; and possibly appear with Delaine Eastin and a broad coalition of business, education, and labor leaders to announce California's support for your testing plan. The Defense Department has agreed to use the tests in the schools it runs in the U.S. and around the world; we are working to arrange a public announcement for this in the next several weeks. In addition, the Education Department will soon be prepared to announce the formation of an advisory committee to guide the test development process.

We are off to a good start: if we can line up California, New York, and Michigan to support the tests, a number of other states will follow suit. But we must not let up for a moment in this crusade, and we must be especially careful not to propose any new measures that will undermine state participation in the 4th and 8th grade tests --because the most visible indicator of success or failure will be the number of states that administer those tests in 1999.

Porus

(11) Make sure we

(12) Process & set of timetables for other subjects & grade levels

Diane

(1) So important - lodged in independent agency, not ED
- protect from political

(13) on behalf of Al Shanker - H.S. test → eligible for fed aid

(12) teachers should meet standards as well as ~~too~~ kids meet standard

Rick

(1) - Keep Leverage - reading + math
not enough muscle to reach local level

(13) What Works - Best Practice

(5) Let other people lead too - chiefs, gov's, Af Am clergy
- stress state standards

(12)

(5) Re ... - put a ref. ...

Letter to every American tells the [illegible]

(4) ~~Speech~~ Think systems – Cut [illegible] to [illegible] journal

Hugh Price

- parallel b/t. ed & automobile industry
  15 yrs [illegible] disc. of Jap. [illegible]

- teaching [illegible]
- Equity 2000
- physical condit of sch
- after-school progr

- Urban League – [illegible] anti-achievement peer culture

- Educate people on what must happen in community/school
  [illegible]

- Similar mtg with principals/supt's in Equity 2000 who have done it

Tucker
- New Standards
  - Built standards & exams that are like

How get from here to national system f.
state & count
- fed contribution is 4% req
  8% mill

- NSP - 4 subject at 3 grade levels

1. fed point
2. state (NSP) cost
3. any state/local provide balance

Point to NSP + others

Don Stewart
- Cottled a lot by state/list mill
  - people intimidated

- Wants emphasis on love of learning
  - pursuit of commits
  - welfare model

AP exams? - emphasize - love of learning - what happens in the

Equity 2000
- poor + minority kids

telling district substance of work,
expectations, ~~four~~ Council

Grades 2000 good?

Dan Hurd

- Stress pre-k + k standards
early learning still most important
for equal. of ed. opportunity

(ineffectiveness of Head Start)
Carnegie reports -

fierce opposition to setting pre-k - k standards

Presidential leadership for changing attitudes
about ready to learn students

Romer

(1) Stay away from federal

(10) timing - leadership for groups
which do we need to do to prepare
- what do people do in

(12) mark - Pres. Cit
- give examples of standards.

- set every newspaper in Am.
4 tests given in paper
5 o'clock news - lead
- [illegible]
- parents talk to school

(4) curriculum, tech, [illegible]
book publishers - [illegible] [illegible] book publ

Dan Stewart
- high school CETS - [illegible] high school [illegible] [illegible] [illegible]

HRC

① Powers deny local a ?

② What works / best practice

③ Who will deliver message that schools need to rethink how they ?

Set up process to avert ? to connect with education ?

Mike S

- developed to be embedded in ?

-

Hugh - Community organizing ? - paint vivid picture of schools where community ? kids say its ok to be smart

Tucker - NAEP standard too broad ? ?

Dave - county doesn't ? ~~?~~ ? ?
- Clinton/Dole doesn't

Pros – enormous grass roots support
avoid – federal impeach
– picking wrong & losing

Against – don't talk with staff

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THE WHITE HOUSE

WASHINGTON

[001]

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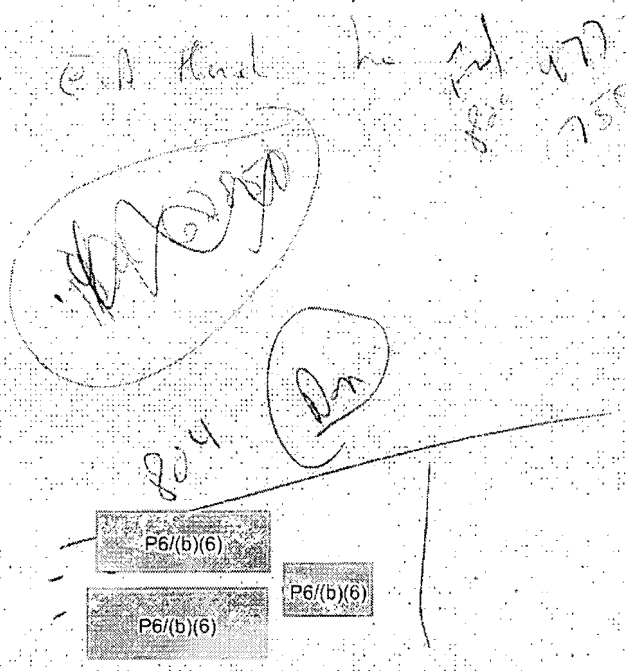

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THE WHITE HOUSE
WASHINGTON

Hugh Price 212 310-~~9000~~
9010

Joe Klein

U. ~~VA~~ 804 924-0311
Culture Liter Fd

E D Hirsch
804
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1ST STORY of Level 1 printed in FULL format.

Sacramento Bee

February 28, 1997, METRO FINAL

SECTION: EDITORIALS; Pg. B7

LENGTH: 1374 words

HEADLINE: AMERICA NEEDS A NATIONAL PROGRAM OF STUDENT TESTING

BYLINE: Chester E. Finn Jr. and Diane Ravitch

BODY:

PRESIDENT CLINTON'S proposal for national testing makes sense. As former assistant secretaries of the Department of Education in the Reagan and Bush administrations, we urge Congress to support it.

When President Bush and Lamar Alexander suggested something similar, which they called American Achievement Tests, congressional Democrats scoffed, and no such bill was ever introduced.

And in 1992, when a bipartisan panel called the National Council on Education Standards and Testing recommended a form of national testing, a convoluted scheme that involved different tests based on common standards, the idea was ignored by congressional leaders and attacked by prominent educators.

Still, it was a good idea then, and it's a good one now.

In fact, Clinton's version of national testing is better than Bush's in these important respects: It doesn't require any new standards or tests to be devised, and it does not hinge on dubious efforts to attach multiple tests to uniform (nonexistent) standards.

The administration has figured out that the nation already has two excellent tests that measure student achievement in reading and math, the most basic of basic skills. Accordingly, the president has proposed that states and school districts be permitted to use a respected national test for fourth-grade readin and an equally admirable international test for eighth-grade mathematics.

Nobody is obliged to use these tests. The federal government will pay for th first round of testing, and after that it's up to states and districts.

THEY CAN, however, embed the national tests into their own testing programs, which virtually every jurisdiction has, and commercial publishers would be licensed to offer them, a welcome form of "outsourcing" that would hold down costs, bureaucracy and allegations of unfair government competition.

Most important, they're good tests, incorporating standards far more rigorou than those most states now use.

The reading test is based on the National Assessment of Educational Progress (NAEP), which has been around almost three decades but has never been used by districts or schools to report the progress of individual students. The NAEP reading test is solid, multifaceted and has rigorous standards built into it.

For eighth-graders, the White House proposes to make available the math part of the Third International Mathand Science Study (TIMSS), given to a half-million youngsters in 41 countries. The standards are built into the international comparisons. It's TIMSS results that enabled us to see that our eighth-graders perform poorly in mathematics compared with their peers in many other industrial countries.

Consider how powerful it will be for parents and teachers to compare the math prowess of their eighth-graders in, say, Phoenix or Minneapolis, to the performance of their peers in Korea and the Czech Republic. Consider the impact of parents in Denver or Boston actually seeing how well their fourth-graders read in relation to a national standard of proficiency.

According to every major poll, an overwhelming majority of the American people want national standards and tests. Until now, there has been no way for parents or public officials to get good information about how students are doing.

Instead, they've been stuck with college entrance tests that are not representative of the full population and that, in any case, aren't even administered until the end of high school. Or they have had to settle for "standardized" tests that yield spurious results about youngsters being "at or above grade level," even though "grade level" is simply a statistical average, not a true standard.

Only with such information can parents make wise choices among schools; can parents and legislators appraise how well their school systems are doing; can teachers and principals determine how effective their efforts are, and take corrective action where needed.

To those worried about "local control," we say that these tests are a yardstick, not a harness. They give the federal government no new powers. The test results, in fact, will actually enhance local control by empowering consumers, policy-makers and professionals to know what actions need to be taker locally to improve education.

So important is national testing that it must be safeguarded from politicization, a temptation sure to arise if the student results are as bleak as everyone expects.

To prevent this possibility, responsibility for national testing should be removed from the federal Education Department (and congressional committees) an placed under the control of an independent, nonpartisan body. Such an entity, called the National Assessment Governing Board, already exists.

THE WHITE House's current plan to give control of national testing to the Department of Education would, we think, be a big mistake. If Clinton will agre to turn the program for national testing into an autonomous agency, akin to the National Science Foundation (where the National Science Board sets policy) or the National Transportation Safety Board, then Congress should endorse this par of his education package. This proposal deserves their support.

Once upon a time it was even a Republican idea. Now it is a good American idea.

E. D. HIRSCH, JR.
2006 PINE TOP ROAD, CHARLOTTESVILLE, VA 22903
804-296-2631, FAX: 804-296-9520

University Professor of Education and Humanities
University of Virginia, Charlottesville, VA 22903

28 Feb 1997

Mr. Mike Cohen
The White House

BY FAX: 202-456-7028

Dear Mr. Cohen:

Here are a few pages from the Core Knowledge Sequence, which is the very specific, grade-by-grade guide that forms the basis for teaching materials.

This is a bit more than five pages. You will know what your boss will need. The entire document (which hasn't got much on a page) is 262 pages long. It costs $12.50. ($17.50 for non-members of the Core Knowledge network.) Lesson plans are available on the internet for free. There are guides to reseources and other materials. You and/or the President are cordially invited to our annual conference, which takes place in Denver March 13,14,15 at the Mark Adams. Attending will be between 1,200 and 1,400 Core Knowledge teachers from around the country.

With best wishes,

Yours sincerely,

E. D. Hirsch, jr.

INTRODUCTION
to

The Core Knowledge Sequence:
Content Guidelines for Grades K-6
Revised 1995

What Is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a consensus-based model of specific content guidelines that, as the basis of about 50% of a school's curriculum, can provide a solid, coherent foundation of learning for students in the elementary grades.

The *Sequence* offers a planned progression of specific knowledge in history, geography, mathematics, science, language arts, and fine arts. It represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. It should be emphasized that the *Core Knowledge Sequence* is not a list of facts to be memorized. Rather, it is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next.

The *Core Knowledge Sequence* is distinguished by its **specificity**. While most state or district curricula provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the *Sequence* provides a solid foundation in which to ground skills instruction. Moreover, because the *Sequence* offers a coherent plan that builds year by year, it helps prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines (for example, repeated units on "Pioneer Days" or "Saving the Rain Forest"; or, inadequate attention to the Bill of Rights, or to adding fractions with unlike denominators, or to African geography).

Core Knowledge Promotes Excellence and Fairness

Excellence: All the most successful educational systems in the world teach a core of knowledge in the early grades. They do this because as both research and common sense demonstrate, we learn new knowledge by building on what we already know. It's important to begin building foundations of knowledge in the early grades because that's when children are most receptive, and because academic deficiencies in the first six grades can permanently impair the quality of later schooling.

Fairness: Only by specifying the knowledge that all children should share can we guarantee equal access to that knowledge. In our current system, disadvantaged children especially suffer from low expectations that translate into watered-down curricula. In schools using the Core Knowledge Sequence, however, disadvantaged children, like *all* children, are exposed to a coherent core of challenging, interesting knowledge. This knowledge not only provides a foundation for later learning, but also makes up the common ground for communication in a diverse society.

The Consensus Behind the *Core Knowledge Sequence*

The Core Knowledge Sequence is the result of a long process of research and consensus-building undertaken by the non-profit Core Knowledge Foundation. Here is how we achieved the consensus behind the Core Knowledge Sequence.

First we analyzed the many reports issued by state departments of education and by professional organizations -- such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science -- which recommend general outcomes for elementary and secondary education. We also tabulated the knowledge and skills through grade six specified in the successful educational systems of several other countries, including France, Japan, Sweden, and West Germany.

In addition, we formed an advisory board on multiculturalism that proposed a core knowledge of diverse cultural traditions that American children should all share as part of their school- based common culture. We sent the resulting materials to three independent groups of teachers, scholars, and scientists around the country, asking them to create a master list of the core knowledge children should have by the end of grade six. About 150 teachers (including college professors, scientists, and administrators) were involved in this initial step.

These items were amalgamated into a draft master plan, and further groups of teachers and specialists were asked to agree on a grade-by-grade sequence of the items. That draft sequence was then sent to some one hundred educators and specialists who participated in a national conference that was called to hammer out a working agreement on core knowledge for the first six grades.

This important meeting took place in March 1990. The conferees were elementary school teachers, curriculum specialists, scientists, science writers, officers of national organizations, representatives of ethnic groups, district superintendents, and school principals from across the country. A total of twenty-four working groups decided on revisions in the sequence. The resulting provisional sequence was further fine-tuned during a year of implementation at a pioneering school, Three Oaks Elementary in Lee County, Florida. Also, the Visual Arts and Music sections of the *Sequence* were further developed based on the research of the Core Knowledge Foundation, with the assistance of advisors and teachers.

As more and more schools use the *Sequence*, it has been periodically updated and revised based on the principle of learning from experience. (See above: "Preface: Questions and Answers on Revising the *Sequence*.") In general, there is more stability than change in the *Sequence*. (See E. D. Hirsch's *Cultural Literacy* for a discussion of the inherent stability of the content of literate culture.)

A Guide to 50% of the Curriculum

The *Sequence* is not meant to outline the whole of the school curriculum; rather, it offers specific guidelines to knowledge that can reasonably be expected to make up about *half* of any school's curriculum, thus leaving ample room for skills instruction and local requirements and emphases.

Teaching a common core of knowledge, such as that articulated in the *Core Knowledge Sequence*, is compatible with a variety of instructional methods and additional subject matters. Teachers may choose to teach the minimum specified in the *Sequence*, or add or complement as they see fit. For example, a fifth grade teacher could teach a coherent unit on the Civil War based solely on the topics specified in the *Sequence*. Or the teacher might choose to go into greater depth and detail by adding, for example, more detailed attention to particular battles, specific leaders, songs, poems, historical fiction, letters, videos, field trips, etc.

The *Sequence*, then, specifies a coherent minimum; the teacher remains free to decide when to go into depth and detail beyond what is recommended in the *Sequence*.

Persons who wonder why certain items do not appear in the *Sequence* should keep in mind that we are focusing upon the fundamentals of a good education in the first six grades. Thus, for example, while the *Sequence* specifies that students in the fourth grade learn about the three branches of American government, it does not specify that they learn about the electoral college. A teacher who wants to present the electoral college is of course free to do so. But it is worth keeping in mind that the students have time to learn more in middle and high school.

In summary, as a guide to 50% of a school's curriculum, the *Core Knowledge Sequence* is designed to provide a practical guide to coherent instruction, while allowing teachers the freedom to decide what to teach beyond the *Sequence*, and how best to teach it.

A Note on Multiculturalism

Respect for the diversity in our population is fostered by the knowledge specified in the *Core Knowledge Sequence*, which has been reviewed by distinguished scholars in the field of multicultural studies. Some people have urged the Foundation to make a separate listing of multicultural entries in this *Sequence*, but to do so would contradict our embrace of an inclusive, rather than divisive, multiculturalism. As Professor James Comer of Yale University has written (in a review of E. D. Hirsch's *Cultural Literacy*),

respect for cultural diversity is important but is best achieved when young people have adequate background knowledge of mainstream culture. In order for a truly democratic and economically sound society to be maintained, young people must have access to the best knowledge available so that they can understand the issues, express their viewpoints, and act accordingly.

The *Core Knowledge Sequence* is designed to provide "access to the best knowledge available," including significant knowledge of diverse peoples and cultures. For a more detailed discussion of these issues, write or call the Foundation and request a copy of E.D. Hirsch, Jr.'s essay called "Toward a Centrist Curriculum: Two Kinds of Multiculturalism in Elementary School."

Core Knowledge Schools

Schools have implemented Core Knowledge in varying ways and degrees. Some schools have begun by supplementing existing lessons with selected items from the *Sequence*. We welcome these initial efforts to begin integrating Core Knowledge, but we especially encourage the efforts of schools committed to becoming Core Knowledge schools by shaping at least half of their curriculum according to the knowledge specified in the *Sequence*.

Implementing a Core Knowledge program is not a simple matter of buying materials or following a method. It is an ongoing, collaborative process, demanding a dedication to teaching solid academic content and skills to *all* children. See below for more information on implementing Core Knowledge.

The Core Knowledge Foundation is organizing a nationwide network of Core Knowledge schools. At this time, more than ~~150~~ 350 schools in ~~30~~ 40 states have taken steps to implement Core Knowledge. For more information on being acknowledged as a Core Knowledge school, call or write the Core Knowledge Foundation.

GEOGRAPHY: KINDERGARTEN

Note: The study of geography embraces many topics throughout the *Core Knowledge Sequence*, including topics in history (American and World Civilization) and Science. Geographic knowledge embraces a spatial sense of the world, an awareness of the physical process that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, an awareness of the characteristics of specific regions and cultures, a sense of past developments and future possibilities, and more. Knowledge of the following topics, combined with knowledge of relevant topics in other sections of this *Sequence*, will provide a strong foundation for development of an increasingly sophisticated geographic sense in the later years.

GEOGRAPHY TOPICS FOR KINDERGARTEN

I. SPATIAL SENSE: WORKING WITH MAPS, GLOBES, AND OTHER GEOGRAPHIC TOOLS

A. Maps and globes: what they represent, how we use them
B. Have students regularly locate themselves on maps and globes in relation to places they are studying.
C. Making and using a simple map of a locality (classroom, home, school grounds, "treasure hunt," etc.)
D. Rivers, lakes, and mountains: what they are and how they are represented on maps and globes

GEOGRAPHY FROM WORLD CIVILIZATION FOR KINDERGARTEN

Note: *Many geographical topics are listed in the relevant sections of the American and World Civilization guidelines of the Core Knowledge Sequence. Those topics are repeated here for the convenience of those who wish to examine the geography content in one place.*

I. WORLD GEOGRAPHY

A. Foster geographical awareness through regular work with maps and globes.
B. Locate the Atlantic and Pacific Oceans.
C. Locate the North and South Poles.

Notes

II. AN OVERVIEW OF THE SEVEN CONTINENTS

A. To gain a beginning geographic vocabulary, and a basic sense of how we organize and talk about the world by giving names to some of the biggest pieces of land, introduce children to the seven continents:
   - Asia
   - Europe
   - Africa
   - North America
   - South America
   - Antarctica
   - Australia

B. Identify and locate the seven continents on a map and globe.

C. Gain familiarity with the continents through a variety of media (tracing, coloring, relief maps, etc.).

D. Associate the continents with familiar wildlife, landmarks, etc. (for example, penguins in Antarctica; the Eiffel Tower in Europe, etc.).

E. Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines (for example, connect Grimm's fairy tales to Europe; voyage of pilgrims to Europe and North America; story of "Momotaro--Peach Boy" to Asia [Japan]; study of Native Americans to North America, etc.).

GEOGRAPHY FROM AMERICAN CIVILIZATION FOR KINDERGARTEN

Note: *Many geographical topics are listed in the relevant sections of the American and World Civilization guidelines of the Core Knowledge Sequence. Those topics are repeated here for the convenience of those who wish to examine the geography content in one place.*

I. U. S. GEOGRAPHY

A. Name and locate the town/city/community and state where you live.

B. Locate North America, the continental United States, Alaska, and Hawaii.

Notes

2. Hernan Cortes and the Aztecs
3. Francisco Pizarro and the Incas
4. diseases devastate Native American population

lines to see how these topics build in the later grade.

AMERICAN CIVILIZATION 1

Note: In first grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in American Civilization in first grade is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and to begin to develop a sense of the past and its significance. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of American civilization begins in grades K-2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American civilization begins again in grade 3 and continues onward. The term "American" here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World Civilization and Geography sections of this *Sequence*.

General Topics and Guidelines: The story of the earliest "Americans." Early civilizations in the Americas: Maya, Inca, Aztec. Exploration and settlement: Spanish and English conquerors and colonists. Introduction to the American Revolution and to the exploration of the Western territories.

I. EARLY PEOPLE AND CIVILIZATIONS

A. The earliest people: hunters and nomads
   1. Crossing the land bridge from Asia to North America
   2. Hunting and farming
   3. Gradual development of early towns and cities

B. Introduction to Maya, Incas, Aztecs
   1. Maya in Mexico and Central America
   2. Aztecs in Mexico
      a. Moctezuma (also called Montezuma)
      b. Tenochtitlan (Mexico City)
   3. Incas in South America (Peru, Chile)
      a. cities in the Andes Mountains: Machu Picchu

II. EARLY EXPLORATION AND SETTLEMENT

A. Briefly review Columbus (see Kindergarten)

B. The Conquistadors
   1. the search for gold and silver
   2. Hernan Cortes and the Aztecs
   3. Francisco Pizarro and the Incas
   4. diseases devastate Native American population

Notes

Note: Children will study the Maya, Inca, and Aztec civilizations in detail in grade 5. First grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade. Here, introduce children to these civilizations. Though it is historically accurate to note the warlike nature of the Maya and Aztecs, it is recommended that any mention of the practice of human sacrifice be left to the fifth grade.

Note: Early exploration and the colonial years will be studied in greater depth and detail in grade 3. First grade teachers should examine the third grade guidelines to see how these topics build in the later grade.

C. English Settlers
   1. The story of the Lost Colony:
      a. Sir Walter Raleigh
      b. Virginia Dare
D. Virginia
   1. Jamestown
      a. Captain John Smith
      b. Pocahontas and Powhatan
   2. Slavery
      a. plantations in Southern colonies
      b. "the middle passage"
E. Massachusetts
   1. Briefly review (from Kindergarten): Pilgrims: Mayflower; Thanksgiving Day celebration
   2. Massachusetts Bay Colony: the Puritans

Notes

Note: The now familiar-name, "Powhatan," was used by English settlers for the leader whose real name was Wahunsonacock.

III. FROM COLONIES TO INDEPENDENCE

A. Locate the original thirteen colonies.
B. Americans wanted to be independent of English rule.
C. Reinforce (from Kindergarten) the meaning of "democracy" (rule of the people).
D. The story of the American Revolution
   1. the Boston Tea Party
   2. Minutemen and Redcoats
   3. Paul Revere's ride, "One if by land, two if by sea"
   4. The "shot heard round the world"
   5. the Declaration of Independence
      a. Thomas Jefferson
      b. "We hold these truths to be self-evident, that all men are created equal. . . "
      c. Fourth of July
   6. Benjamin Franklin: patriot, inventor, writer, etc.
   7. Stories of women in the Revolution
      a. Deborah Sampson
      b. Phillis Wheatley
   8. George Washington: from military commander to our first president
      a. Martha Washington
      b. Our national capital city named Washington

Note: the American Revolution will be studied in greater depth and detail in grade 4. First grade teachers should examine the fourth grade guidelines to see how these topics build in the later grade. At this grade, introduce the story of how we went from colonies to an independent nation. It is recommended that first grade teachers focus on the topics specified here, and leave for fourth grade the more detailed study of the Revolution.

See below, Symbols and Figures: Liberty Bell.
See also Music 1, "Yankee Doodle."

IV. EARLY EXPLORATION OF THE AMERICAN WEST

A. Daniel Boone and the Wilderness Road
B. The Louisiana Purchase
   1. explorations of Lewis and Clark
   2. Sacajawea
C. Geography: Locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River.

V. SYMBOLS AND FIGURES

Liberty Bell
Current United States president
American flag
Eagle

Notes

Note: America's westward growth will be studied again in grade 2 and in greater depth and detail in grade 5. First grade teachers should examine the second and fifth grade guidelines to see how these topics build in later grades.

SCIENCE 2

Note: Effective instruction in science requires direct, hands-on experience and observation. Students should be given as many opportunities as possible to experiment, observe, and get their hands dirty.

I. SEASONAL CYCLES

A. The four seasons and earth's orbit around the sun (one year)
B. Seasons and life processes:
   1. Spring: sprouting; sap flow in plants; mating and hatching [caterpillar into butterfly]
   2. Summer: growth
   3. Fall: ripening; migration
   4. Winter: plant dormancy; animal hibernation

II. LIFE CYCLES

A. The life cycle: birth, growth, reproduction, death
B. Reproduction in plants and animals: fertilization
   1. From seed to seed with a plant
   2. From egg to egg with a chicken
   3. From frog to frog: amphibian, tadpole
   4. From butterfly to butterfly: metamorphosis; larva (see below: Insects)
C. Two types of animals: cold-blooded animals [fish, snakes] and warm-blooded animals

III. WEATHER

A. The water cycle: water vapor; evaporation and condensation; clouds; humidity; precipitation; groundwater
B. Clouds: cirrus; stratus; cumulus
C. Winds: direction and speed

IV. INSECTS

A. Identify examples of common insects [butterflies, moths, beetles, ladybugs, bees, wasps, ants, crickets, grasshoppers, termites, roaches, flies, fleas, etc.].
B. Distinguishing characteristics
   1. Exoskeleton; chitin
   2. Six legs and three body parts: head, thorax and abdomen
   3. Most but not all insects have wings.

Notes

C. Life cycles
   1. Incomplete metamorphosis: some insects look like miniature adults when born from egg, and they molt to grow (example: grasshopper or cricket).
   2. Complete metamorphosis: some insects go through distinct stages of egg, larva, pupa, adult (example: butterflies; ants).

D. Insects can be helpful and harmful.
   1. Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects
   2. Harmful: destroy crops, trees, wooden buildings, clothes; carry disease; bite or sting

E. Most insects live solitary lives, but some are social: ants, bees, termites, wasps.

F. Social insects
   1. Ants; colonies
   2. Bees: workers; drones; queen

V. THE HUMAN BODY

A. Cells: Introduce the idea that all living things are made up of cells, too small to be seen without a microscope.
   1. Cells make up tissues.
   2. Tissues make up organs.
   3. Organs work in systems.

B. The digestive and excretory systems: what happens to the food we eat? Explore body parts and functions involved in taking in food and getting rid of waste. Become familiar with the following:
   1. salivary glands
   2. taste buds
   3. incisors; bicuspids; molars
   4. esophagus; stomach; liver; small intestine; large intestine
   5. kidneys; urine; bladder; urethra; anus; appendix

C. Taking care of your body: a healthy diet
   1. The "food pyramid"
   2. Vitamins and minerals

Notes

Note: More detailed study of cells and cell structure in grade 5.

See below Science Biographies, Anton van Leeuwenhoek, *re* cells and microscopes

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      b. Virginia Dare

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      b. Pocahontas and Powhatan
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      a. Thomas Jefferson
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   6. Benjamin Franklin: patriot, inventor, writer, etc.
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See below, Symbols and Figures: Liberty Bell.
See also Music 1, "Yankee Doodle."

VI. MAGNETISM

Explore magnetism through experimentation and observation.

A. Review from Kindergarten: magnetism demonstrates that there are forces we cannot see that act upon objects.
B. Most magnets contain iron.
C. Lodestones: naturally occurring magnets
D. Magnetic poles: north-seeking and south-seeking poles
E. Magnetic field (strongest at the poles)
F. Law of magnetic attraction: unlike poles attract, like poles repel.
G. The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole).
H. Orienteering: use of a magnetized needle in a compass, which will always point to the north.

VII. TOOLS AND SIMPLE MACHINES

A. Tools help us make and fix things.
B. The earliest tools were made from wood and stone, then from iron (the "Iron Age").
C. Specific tools are made to perform specific jobs (examine hammers, screwdrivers, pliers, etc.).
D. Through observation, experimentation, and constructing some of the following, examine how simple machines help make work easier, and how they are applied and combined in familiar tools and machines:
   1. lever
   2. pulley
   3. wheel-and-axle
      a. gears: wheels with teeth and notches
      b. how gears work, and familiar uses (for example, in bicycles)
   4. inclined plane
   5. wedge
   6. screw
E. Observe friction, and examine ways to reduce friction (lubricants, rollers, etc.).

VIII. SCIENCE BIOGRAPHIES

Stories of the lives and achievements of scientists, including:

Elijah McCoy

Florence Nightingale

Daniel Hale Williams

Notes

See also American Civilization 2, Westward Expansion: Railroads, *re* Elijah McCoy.

See also American Civilization 2, Civil Rights, *re* Daniel Hale Williams.

See above, Cells, *re* Anton van Leeuwenhoek.

MATHEMATICS 3

Note: Mathematics has its own vocabulary and patterns of thinking. It is a discipline with its own language and conventions. Thus, while some lessons may offer occasional opportunities for linking mathematics to other disciplines, it is critically important to attend to *math as math.* From the earliest years, mathematics requires incremental review and steady practice: not only the diligent effort required to master basic facts and operations, but also thoughtful and varied practice that approaches problems from a variety of angles, and gives children a variety of opportunities to apply the same concept or operation in different types of situations. While it is important to work toward the development of "higher-order problem-solving skills," it is equally important--indeed, it is prerequisite to achieving "higher order" skills--to have a sound grasp of basic facts, and an automatic fluency with fundamental operations.

I. NUMBERS AND NUMBER SENSE

A. Read and write numbers (in digits and words) up to six digits
B. Place value up to hundred-thousands
C. Order and compare numbers to 999,999, using the signs <, >, and =
D. Count by twos, threes, fives, and tens; count by tens from any given number
E. Write numbers in expanded form
F. Use a number line
G. Identify ordinal position, 1st to 100th
H. Review: even and odd numbers; dozen; half-dozen; pair
I. Round to the nearest ten; to the nearest hundred
J. Identify perfect squares (and square roots) to 100; recognize the square root sign
K. Identify Roman numerals from 1 to 20 (I - XX)
L. Introduction to concept of negative numbers: locate positive and negative whole numbers on a number line
M. Create and interpret bar graphs and line graphs

II. FRACTIONS AND DECIMALS

A. Fractions
   1. recognize fractions to one-tenth
   2. identify numerator and denominator
   3. write mixed numbers

III. MONEY

A. Write amounts of money using $ and ¢ signs, and the decimal point

B. Make change, using as few coins as possible

IV. COMPUTATION

A. Addition
   1. mastery of basic addition facts
   2. mentally estimating a sum
   3. use mental computation strategies
   4. addition with and without regrouping: find the sum (up to 10,000) of any two whole numbers
   5. understand addition and subtraction as opposite operations

B. Subtraction
   1. understand addition and subtraction as opposite operations
   2. mastery of basic subtraction facts
   3. mentally estimating the difference
   4. use mental computation strategies
   5. subtraction with and without regrouping: given two whole numbers of 10,000 or less, find the difference

C. Multiplication
   1. master basic multiplication facts to 10 x 10
   2. what happens when you multiply, by 10, 100, and 1,000
   3. multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits
   4. write numbers in expanded form using multiplication, for example 9,278 = (9 x 1,000) + (2 x 100) + (7 x 10) + 8
   5. estimate a product
   6. solve word problems involving multiplication
   7. understand multiplication and division as opposite operations

D. Division
   1. understand multiplication and division as opposite operations
   2. know the meaning of dividend, divisor, and quotient
   3. master basic division facts to 100 ÷ 10
   4. you cannot divide by 0.
   5. any number divided by 1 = that number
   6. divide two- and three-digit dividends by one-digit divisors
   7. solve division problems with remainders
   8. check division by multiplying (and adding remainder)

E. Solve two-step word problems

F. Solve equations in the form of ___ x 9 = 63; 81 ÷ ___ = 9

G. Solve problems with more than one operation, as in (43 - 32) x (5 + 3) = ___

E.D. Hirsh

- sequence K-6
- provisional sequence 7 & 8
- pre-K

(Head Start)

Way to get national standards is not to
- call them such

-

- district level information
  - Calvert Cty MD

Polk Cty - Fla.

- encouragement for Try

THE WHITE HOUSE

WASHINGTON

March 4, 1997

MEETING ON EDUCATIONAL STANDARDS

DATE: March 5, 1997
LOCATION: The Cabinet Room
TIME: Briefing 1:00 pm - 1:10 pm
Event - 1:10 pm - 2:10 pm
FROM: Bruce Reed
Michael Cohen

I. PURPOSE

To discuss several ways of advancing your agenda of national standards and tests.

II. BACKGROUND

This is an opportunity to brainstorm with some of the leaders of the standards movement on the best alternatives available to you. The purpose of this meeting is not to make any final decisions on your strategy, however, it provides you with an opportunity to take into account the recommendations of experts in the standards field when making your decisions on this issue. In addition, this is a valuable opportunity to gain the support of this important group for your education reform initiatives over the coming months.

Attached is an overview of your plan for national standards and testing in 4th grade reading and 8th grade math, and a summary of reactions to date. As a follow up to this meeting, we will provide you with a decision memo that incorporates the ideas discussed by the participants.

III. PARTICIPANTS

Briefing Participants:
The First Lady
Secretary Riley
Deputy Secretary Mike Smith
Erskine Bowles
Sylvia Mathews
Bruce Reed
Michael Cohen
Rahm Emanuel
Don Baer

Event Participants:
The First Lady
Secretary Riley
Deputy Secretary Mike Smith
Erskine Bowles
Sylvia Mathews
Bruce Reed
Michael Cohen
Melanne Verveer
Rahm Emanuel
Don Baer
Diane Ravitch, Former Assistant Secretary of Education in the Bush Administration
Don Hirsch, Professor of English, University of Virginia, Director of the Core Knowledge Project and author of The Schools We Need.
Governor Roy Romer
Don Stewart, President of the College Board
Richard Mills, Commissioner of Education for New York State
Hugh Price, President of the Urban League
Marc Tucker, President of the National Center on Education and the Economy and Director of the New Standards Project.

IV. PRESS PLAN

Closed Press.

V. SEQUENCE OF EVENTS

Make brief opening remarks and then turn to each participant to speak.

VI. REMARKS

Talking Points Attached.

Education Standards Meeting
Background on Non Administration Participants

Marc Tucker
President, National Center on Education and the Economy and Director of New Standards Project
Mark will express support for your proposal, point out that it falls short of a comprehensive national system of standards and examinations, and urge you to endorse his New Standards effort as an example of the kind of system of standards others should adopt.

E.D. (Don) Hirsch
Professor of English, University of Virginia and Director, Core Knowledge Project
Don has developed a set of detailed, grade-by-grade standards which are in use in a national network of more than 400 schools. He will argue that, to be useful, national standards must be grade-by-grade and specific.

Diane Ravitch
Former Assistant Secretary of Education Research and Improvement, Bush Administration
Diane is an enthusiastic supporter of your plan. She will argue that you remain focused on 4th grade reading and 8th grade math, in order to maintain bipartisan support. She will also argue that if you consider advancing a high school test, that you also consider requiring students to pass it in order to be eligible for financial aid for higher education.

Richard Mills
New York State Commissioner of Education
Rick is also a strong supporter of your plan. He will argue that you use the bully pulpit, relentlessly, to press states, communities, schools, teachers and parents to do everything necessary to prepare students to meet the standards.

Donald Stewart
President, College Board
Don will have ideas about how to create a meaningful national test for high school graduation.

Hugh Price
President, Urban League
Hugh has been speaking forcefully about the need to make sure that students in urban schools are held to high standards, and that leaders must work to remove the barriers that prevent students from meeting these standards, including low expectations, lack of parental support, incompetent teachers, and limited resources.

Roy Romer
Governor of Colorado

EDUCATION STANDARDS MEETING
TALKING POINTS FOR THE PRESIDENT

- I am pleased each of you could join me today for this discussion. The issue of national standards is a topic I have spent many hours talking to almost everyone of you about, sometimes going back quite a few years.

- As you know, in my State of the Union Address I announced my initiative to create national standards and individual level tests in 4th grade reading and 8th grade math. I have challenged every state to implement these tests.

- Today, I'd like your advice on three questions:

    - o What do we need to do to get my proposal for fourth and eighth grade testing implemented nationwide?

    - o What do we need to do to help prepare kids to meet these standards in 1999?

    - o What else should we do to keep the standards movement moving forward?

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. note	Handwritten note (1 page)	n.d.	P6/b(6)

COLLECTION:
Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:
National Standards memo to POTUS

2012-0160-S
ry1221

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would diselose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

March 6 Standards Meeting With President

Objective: To help the President develop his own thinking by providing him with a range of views from key experts in the field.

Potential participants:

Marc Tucker (heads New Standards and President of National Center on Education and the Economy. Will push for endorsement of New Standards)***

Diane Ravitch (former Bush Assistant Secretary of OERI; supports our testing approach, also supports New Standards. Should have favorable op-ed in Post this week. Do not know what stand she will take re: New Standards endorsement)***

Hugh Price (head of Urban League, big supporter of raising standards. Is likely to support our initiative, and is likely to argue for support of grass roots efforts to help kids meet standards)***

Roy Romer (Gov. of Colorado, and member of ACHIEVE Board. Widely regarded as leading education standards governor)***

E.D. Hirsch (author of Cultural Literacy and... Argues forcefully for clear, measurable, grade-by-grade national standards. Once seen as conservative, though professes to be political liberal and educational conservative. Has developed his own national standards, and has a national network of some 350 schools working with them. Likely to be supportive of our testing initiative; not clear what he would suggest we do next.)

Rick Mills (Commissioner of Education in New York, formerly Commissioner in Vermont, and education advisor to Tom Kean in NJ. Until recently, served on NCEE Board; both POTUS and FLOTUS know and like Rick. New York is in process of selecting new tests -- to be announced around the time of the meeting -- do not know what he will recommend, but will be direct, honest, and thoughtful).***

Sarah Farkey

NO Alan Wurtzel (former CEO of Circuit City, and former member of Virginia State Board of Education. Democrat, friend of first family, and contributer. Chaired national alliance of business task force on standards, and has been very active in debate over standards. Supports our effort, and will push for White House conference on standards, to help states figure out what are good standards beyond our reading and math stuff)***

NO Chris Cross (President of Maryland State Board of Education, and President of Council on Basic Education; former Bush Assistant Secretary of OERI. Supports our testing effort, very knowledgeable about standards movement nationally. Likely to argue for limited approach on our part, probably suggest we stick with current plan with no expansion.)****

NO Lou Gerstner (CEO of IBM, convener of Palisades summit. Believe he supports our initiative, but I'm still checking. As head of ACHIEVE, he is trying to get it launched and find a

role for it. This meeting could provide the foundation for building a partnership. Gerstner may also push for POTUS to do something to help business look at high school transcripts--by removing apparant civil rights related roadblocks)***

NO Shirley Malcolm (African American, Vice President of American Association for the Adcancement of Science, on NCEE Board, and on a bunch of NSF science boards. Will push for coordinated effort in math and science.)***

NO David Hornbeck (Superintendent in Philadelphia, had been consultant widely seen as responsible for Kentucky ed reform plan; also served as key consultant to Business Roundtable when it was getting started in education, and has served on Board of Directors of Children's Defense Fund and NCEE)

NO Paul Vallas (Superintendent in Chicago. Depending upon which rumor you believe, he either wants our tests or New Standards???)

NO Tom Payzant (Superintendent in Boston, former Assistant Secretary of Elementary & Secondary Ed in this Administration)

NO Gene Garcia (Dean, Graduate School of Education at UCBerkely, formerly Director of Bilingual Edudcatin in this Administration. Will be supportive of our efforts)

NATIONAL CENTER ON EDUCATION AND THE ECONOMY

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10 March 1997

The President
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear Mr. President:

Thanks very much for the invitation to participate in the meeting on education standards and assessments in the Cabinet Room on Wednesday. As long as we have known each other, I am still amazed at your grasp of the subtleties of education policy issues and the steadfastness of your commitment to education. Perhaps I have tunnel vision, but I believe that the results of that commitment to education will prove to be your most important legacy to this country. Thank you for that.

When we were talking after the formal meeting, I asked whether you might be willing to address the final meeting of our New Standards governing board, the group of state commissioners of education, governors, legislators, business leaders, education leaders and others under whose policy guidance our standards and assessments were developed. I was, I confess, delighted when you not only said that you would, but also invited us to do the meeting at the White House.

Our invitation would go to all the people who have served on our governing board during the six years of its existence, the National Center Board of Trustees (of which, you may recall, Hillary was once a member, and with which you once met), and the senior staff of the National Center. This amounts to about 150 people, of which, I would guess, not more than half would actually be able to come. We would have in mind an event that might last a couple of hours at most and could be done in a tent in the Rose Garden, for which, of course, we would be happy to pay.

The best times for us to have the event would be anytime during the week of May 12, 1997 or the week of June 23, 1997. But we would be happy to adjust our schedule to match yours almost any time in May or June.

This group consists mainly of people from the states that have done the best work on standards and who are, I would guess, most committed to national standards. They are led by the Governing Board chair, Delaine Eastin, the chief state school officer in California, who has often been your host in California and who we value greatly. Ray Marshall is now the chair of our Board of Trustees. You will definitely be among friends.

I was thrilled at your offer to meet with us. It will be a good opportunity for you to get to a key group of national education leaders and a wonderful opportunity for them to hear from you first hand not only where you think we all ought to be going, but also for them to hear you congratulate them on the support they have given the development of our performance standards (these states have been contributing up to $500,000 per year to the project, often in the face of determined opposition from the fundamentalist right). Should you choose to use the occasion to make an important statement on national standards, this group will be a very appropriate audience for it.

One last thing. Getting back to the themes of our meeting in the White House the other day, I hope that as you continue to speak about the importance of national standards, you can call attention to the performance standards we have developed. I am not suggesting that you endorse them as the one set of standards that everyone should adopt. I think our standards should have to win or lose in the marketplace of ideas, like any others. But it would not be amiss, I think, for you to hold our standards up as one example of the kind of standards that people should be looking hard at.

Once again, thanks — for your leadership and for your invitation.

Sincerely,

Marc Tucker

cc: First Lady Hillary Clinton
Mike Cohen
Lauren Resnick
Judy Codding
Delaine Eastin
Ray Marshall

THE WHITE HOUSE

WASHINGTON

March 4, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: BRUCE REED
MICHAEL COHEN

SUBJECT: YOUR PLAN FOR NATIONAL STANDARDS AND NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATH

Summary of Plan

In your State of the Union Address you challenged every state to adopt high national national standards and by 1999, to test every 4th grader in reading and every 8th grader in math to make sure these standards are met. These national tests will be:

- **Aligned with widely accepted national content standards**. In 4th grade reading, the test will be aligned with the National Assessment of Education Progress (NAEP) reading standards, developed through a consensus process involving reading specialists, curriculum experts, state officials and others throughout the nation. In math, the test will be aligned with the TIMSS international math standard agreed to by experts in 41 countries, including the U.S.. The TIMSS standards are also very highly consistent with the national standards developed by the National Council of Teachers of Mathematics.

- **Based on existing, widely accepted tests that will produce individual scores for students and parents in terms of the national standards.** The new tests will be based on the existing NAEP and TIMSS tests, which are designed to be administered to samples of students and produce national or state-level scores only. The new tests will provide comparable scores for individual students, revealing how well individual students perform relative to clear national or international performance standards

- **Developed by recognized test developers.** The U.S. Department of Education will contract with a test developer to create these tests. The contracting process will begin shortly. The tests will be piloted in Spring 1998, and available for use in schools throughout the country in the Spring of 1999.

- **Voluntary for use by states and local school districts.** Use of these tests will not be required as a condition of receiving federal program funds.

EDUCATION STANDARDS MEETING
TALKING POINTS FOR THE PRESIDENT

- I am pleased each of you could join me today for this discussion. The issue of national standards is a topic I have spent many hours talking to almost everyone of you about, sometimes going back quite a few years.

- As you know, in my State of the Union Address I announced my initiative to create national standards and individual level tests in 4th grade reading and 8th grade math. I have challenged every state to implement these tests.

- Today, I'd like your advice on three questions:

    - What do we need to do to get my proposal for fourth and eighth grade testing implemented nationwide?

    - What do we need to do to help prepare kids to meet these standards in 1999?

    - What else should we do to keep the standards movement moving forward?

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10 March 1997

The President
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear Mr. President:

Thanks very much for the invitation to participate in the meeting on education standards and assessments in the Cabinet Room on Wednesday. As long as we have known each other, I am still amazed at your grasp of the subtleties of education policy issues and the steadfastness of your commitment to education. Perhaps I have tunnel vision, but I believe that the results of that commitment to education will prove to be your most important legacy to this country. Thank you for that.

When we were talking after the formal meeting, I asked whether you might be willing to address the final meeting of our New Standards governing board, the group of state commissioners of education, governors, legislators, business leaders, education leaders and others under whose policy guidance our standards and assessments were developed. I was, I confess, delighted when you not only said that you would, but also invited us to do the meeting at the White House.

Our invitation would go to all the people who have served on our governing board during the six years of its existence, the National Center Board of Trustees (of which, you may recall, Hillary was once a member, and with which you once met), and the senior staff of the National Center. This amounts to about 150 people, of which, I would guess, not more than half would actually be able to come. We would have in mind an event that might last a couple of hours at most and could be done in a tent in the Rose Garden, for which, of course, we would be happy to pay.

The best times for us to have the event would be anytime during the week of May 12, 1997 or the week of June 23, 1997. But we would be happy to adjust our schedule to match yours almost any time in May or June.

This group consists mainly of people from the states that have done the best work on standards and who are, I would guess, most committed to national standards. They are led by the Governing Board chair, Delaine Eastin, the chief state school officer in California, who has often been your host in California and who we value greatly. Ray Marshall is now the chair of our Board of Trustees. You will definitely be among friends.

I was thrilled at your offer to meet with us. It will be a good opportunity for you to get to a key group of national education leaders and a wonderful opportunity for them to hear from you first hand not only where you think we all ought to be going, but also for them to hear you congratulate them on the support they have given the development of our performance standards (these states have been contributing up to $500,000 per year to the project, often in the face of determined opposition from the fundamentalist right). Should you choose to use the occasion to make an important statement on national standards, this group will be a very appropriate audience for it.

One last thing. Getting back to the themes of our meeting in the White House the other day, I hope that as you continue to speak about the importance of national standards, you can call attention to the performance standards we have developed. I am not suggesting that you endorse them as the one set of standards that everyone should adopt. I think our standards should have to win or lose in the marketplace of ideas, like any others. But it would not be amiss, I think, for you to hold our standards up as one example of the kind of standards that people should be looking hard at.

Once again, thanks — for your leadership and for your invitation.

Sincerely,

Marc Tucker

cc: First Lady Hillary Clinton
Mike Cohen
Lauren Resnick
Judy Codding
Delaine Eastin
Ray Marshall

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Office of the President

FEDERAL EXPRESS

March 6, 1997

President William J. Clinton
The White House
Washington, D.C. 20500

Dear Mr. President:

It was a pleasure and honor to have participated in yesterday's meeting at the White House which you convened to discuss the formulation and implementation of national standards and assessment. I hope that I was helpful.

Perhaps my only real contribution grew out of Hugh Price's reference to the College Board's EQUITY 2000 program. Testing is our business and I am very proud of our PSAT, SAT, Pacesetter and Advanced Placement programs, but I am convinced that they have no meaning for students who are not motivated and prepared. Herein lies our challenge as we embrace national testing at the fourth and eighth grade levels, possibly beyond. EQUITY 2000 is the College Board's response to this challenge. There is no test, norm-referenced or criterion-referenced (we do both), on which all students will win equally, but we can improve the odds enormously through improved teaching and learning opportunities at the classroom level. I urge you to make this an essential part of your message to the nation as you lead us to attain higher educational standards.

Thank you sir and good luck. I support you.

Sincerely,

Donald M. Stewart
President

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http:\ltmar97.doc

cc: First Lady Hillary R. Clinton
Hon. Richard W. Riley
Assistant to the President, Michael Cohen

THE WHITE HOUSE

WASHINGTON

January 28, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: Secretary Riley
Bruce Reed
Michael Cohen
Mike Smith

SUBJECT: Moving Forward on National Standards

I. Background

Over the past four years there has been considerable activity throughout the nation to set standards of excellence for education. Work on national content standards has been completed in virtually every discipline. With the support of Goals 2000 and new Title 1 requirements, forty-eight states have developed or are in the process of developing their own academic standards, and most are also developing new assessments aligned to these standards. Public consensus on the importance of national standards of excellence for education is broad and deep, and the standards movement has clearly taken hold nationally.

Yet despite this progress, there are significant challenges as well. The quality of the standards being developed by states is quite varied. A recent AFT report indicates that only 15 states have standards that are clear and specific enough to lead to a common core curriculum, and only 12 states have tried to benchmark their own standards to world-class levels. State progress on developing performance standards and assessments is slower than with respect to content standards. No state is able to determine for itself, or assure the public, that its standards are rigorous and up to world class levels.

The state-by-state approach to standards and assessments limits the information available to parents, teachers and students. In particular, the current arrangements make it impossible for anyone to learn how well individual students perform against national or international benchmarks. In short, there is no way for anyone to know if a student who meets a particular state's performance standards is doing well enough in a larger context. This is especially important because states will vary among themselves with respect to the rigor of their performance standards.

Further, there is considerable evidence that even high quality and widely accepted academic standards, such as the national math standards, have not yet penetrated into the classroom in meaningful ways. The recently released TIMSS study of international performance in math and science shows that neither textbooks and other curriculum materials, nor teaching practices, have yet responded to the standards.

This memorandum describes three strategies for moving your national standards agenda forward. It is designed to respond to the challenges indicated above, and to build on and extend significantly the Administration's efforts over the last four years. While it promotes national level activities -- particularly new national testing -- it is designed to build on and strengthen the work underway at the state level, rather than force states to discard what they have already been doing.

II. National and International Achievement Benchmarks for Reading and Math

Proposal: We recommend that you call for a national test to determine whether students have met national performance standards in 4th grade reading and international performance standards in 8th grade mathematics. Over the next two years the federal government will develop these tests, based on the National Assessment of Education Progress (NAEP) 4th grade reading test and the Third International Math and Science Study (TIMSS) 8th grade math test. These test would be ready for administration for the first time by the Spring of 1999, and available on the Internet by the year 2000.

Purpose: This proposal will serve two purposes. It will make the idea of national and international standards very real and concrete for students and parents for the first time, because students will get test scores comparing their performance to these benchmarks. In addition, these two tests will provide a focus for national campaigns to significantly raise student achievement in 4th grade reading and 8th grade math.

A Focused Effort: This proposal is focused on reading and math because they are the building block of nearly all school learning, and widely accepted as the most basic of basic skills. Fourth and eighth grade are critical transition points in school, and reading well by the 4th grade and mastering math, especially algebra, by the 8th grade, are essential to future academic success. NAEP and TIMSS, while not widely known to the public at large, enjoy bipartisan support in the education and policy communities. We believe this focus approach will minimize political opposition to a federal testing effort.

Information for parents, teachers and students on individual student performance: Once available, these tests will give parents, teachers and students accurate information on student performance against recognized national and international standards. They will be the only assessments that can provide this information -- no state or local testing program can currently provide this information, and no other national efforts are referenced to these recognized standards. This will make the idea of national and international standards meaningful.

Both NAEP and TIMSS were originally designed to monitor national, state or international performance, not to measure individual student achievement. Therefore, at present, neither NAEP nor TIMSS can provide individual-level scores. Our proposal would be to create individual-level versions of these tests, making it possible for the first time to measure individual students against demanding national or international benchmarks. Our consultations with leading testing experts suggests that creating individual level tests that reflect the performance standards in the current assessments is feasible.

A 2-Year Development Period, Led by the Federal Government: The tests would be developed under contract to the National Center for Education Statistics at the U.S. Department of Education. The contractor is most likely to be a commercial test publisher, or consortium of publishers. The development costs are in the range of $2-4 million per year, and these costs would continue as long as the test was made available. The Education Department, the National Science Foundation and perhaps the Department of Defense Dependent Schools could share the development costs. It will take 18-24 months to develop the new tests. If the Education Department begins work immediately, the test could be administered for the first time in the Spring of 1999. No new legislative authority would be required to undertake this work.

To ensure the technical integrity of the work, we would organize a technical advisory committee, or ask the National Academy of Science to provide ongoing assistance.

We will also need to consider ways of reducing our vulnerability to charges of federal intrusion as a result of the federal responsibility for test development. We have considered alternative approaches, such as asking ACHIEVE, the new entity created by NGA and Lou Gerstner after the education summit in Palisades. However, that organization is still not staffed or operating yet, and is not likely to have the technical capacity to undertake this work. Further, reaching an agreement about how to proceed with this work with the Governors and CEO's on the ACHIEVE Board of Trustees is likely to slow down work which is already on a very tight timetable.

National Tests Administered Locally, Supplementing But Not Replacing State and Local Testing Programs: These tests would be voluntary; states and local school districts would not be required to administer them as a condition of receiving federal funds. They would supplement rather than replace existing state and local tests in these subject and grade levels. The combination of these new national assessments together with state or local testing will provide both performance and diagnostic information for individual students. While the bulk of the diagnostic information would come from state and local testing programs, the new national tests would provide some limited amount as well.

We estimate the cost of administering the tests at between $5 and $10 per student, or between $30 and $60 million nationally if every state and school district used the test. We have considered providing an incentive for states and districts to participate by sharing the cost of test administration, probably on a 50-50 basis. We believe this will increase participation, while it may also make us vulnerable to the charge that this incentive reduces the voluntary nature of the test.

Like most other state and local tests, these new tests would be available from a commercial test publisher. Because these tests perform a unique function not currently filled by the market, we do not anticipate significant opposition from the test publishers.

By the year 2000, versions of the tests could be placed on the Internet and scored by computer. This means that, in states or school districts not using the test, parents could administer the test to their children at home, and learn how well their children perform against national and international benchmarks.

National Campaigns to Improve 4th Grade Reading and 8th Grade Math. These tests will provide important anchors for national efforts to improve reading and math performance, as well as measuring it. The America Reads challenge provides a model of federal programmatic support, coupled with a national campaign to assist parents as first teachers and to mobilize an army of volunteer tutors, that will increase reading achievement considerably. We believe that an equivalent effort should be launched in mathematics, using existing resources in a variety of federal agencies to support teaching and learning in math (e.g., the Education Department, National Science Foundation, Energy Department, NASA, etc.), and the math and science community at the national and local level. Preliminary discussions to launch this effort are already underway among the Office of Science and Technology Policy, the Education Department and NSF.

The focused strategy described above should be complemented by additional efforts that address a broader range of issues. These are briefly discussed below, and can be developed more fully in the near future.

III. Promoting National Use of High Quality Standards

The focused effort on math and reading should be complemented by one that builds on existing state standards, addresses a broader range of subject areas and grade levels, provides leadership to promote nationwide consensus on what students should learn in core academic subject areas, and assists states in developing and using higher standards to effectively improve teaching and learning.

Proposal: We propose to hold a White House Conference on Standards of Excellence in Education in the Fall of 1997. The purpose of the conference would be to increase the extent to which states adopt and use standards of recognized high quality and to help improve the quality of state academic standards overall. This would be accomplished by identifying and promoting the best designed and most rigorous standards available from anywhere in the country, and by identifying and reporting to states the extent to which there already exists agreement among states on the content standards in core academic subject areas. In addition, the conference should emphasize that to be effective in improving teaching and learning, academic standards must be placed in a system of aligned assessments, curriculum, teaching practices and professional development programs as a package. Examples of such systems could include Advanced

Placement exams, New Standards, College Board's Equity 2000, and the International Baccalaureate. Promising state efforts could include the New York State Regents exams, and new assessments in Kentucky and Vermont. You could begin highlighting promising examples as part of the build up to this conference, without waiting until the Fall.

This conference should be conducted in partnership with business leaders, governors and other state officials, and educators, perhaps by working with ACHIEVE. The White House role should primarily be in convening the effort, in challenging others working on standards issues to identify quality standards, and then to help build the consensus to use them more broadly throughout the nation.

IV. Linking Standards To Accountability and Quality at the State and Local Level

In your speech to the National Education Summit in Palisades, you challenged states and local school systems to put in place meaningful systems of accountability for students, for teachers, and for schools. There are several initiatives already underway to help support these challenges, and, over the next year, the Administration should undertake several additional ones. New and proposed initiatives can be developed in more detail in a subsequent memo. Briefly, these can and could include:

Promoting Excellence and Accountability in Teaching: Expanded support for the National Board for Professional Teaching Standards. The FY 98 budget includes a significant increase in support for the NBPTS. The Education Department, in response to a Directive you issued last Fall, will inform states and school districts on ways federal resources can be used to assist in preparing teachers for board certification. In addition, the Education Department will more inform states and school systems on a range of ways in which federal resources can be effectively used to promote excellence and accountability in teaching.

The development of guidebooks that summarize best practices on issues such as rewarding excellence in teaching, removing incompetent teachers, requiring students to meet academic standards before moving to the next level of schooling, etc.

Working with business leaders to help employers consider student academic performance in employment decisions. The business community has been working to identify ways in which employers can reinforce the importance of academic performance for high school students, through the review of high school transcripts and other evidence of school performance. Many business leaders working on this issue would welcome a partnership with the White House that could raise the visibility of these efforts, and lead to more widespread efforts by employers.