High Ability Students and the Secondary Mathematics Common Core

Utah's Core State Standards (CCSS) were designed to meet the requirements of career- and college-readiness for all students. The standards define what students should know and be able to do at each grade level. They are aligned with college and career expectations and include rigorous content and application of knowledge through high-order skills. The structure

of the new math standards are in line with that of countries with high mathematics achievement. Thus, this is a transition to "world-class" mathematics instruction for Utah. The CCSS will provide both the challenge and the depth necessary for all students to engage meaningfully in mathematics.

The new standards are much more rigorous and become more complex beginning in Kindergarten. For example, students in ninth grade will be studying topics formerly common in Algebra, Geometry and Algebra 2. By the end of eleventh grade students will have the quantitative skills they need for post-secondary work and study. Each grade features the study of topics in depth and examines the interrelationships among mathematics concepts. The new core's structure allows more flexibility to accelerate learning for students as they progress through their secondary education.

There are some students who will be ready to move through the mathematics more quickly or

who will require additional rigor to challenge their abilities. "Students who are capable of moving more quickly deserve thoughtful attention, both to ensure that they are challenged and that they are mastering the full range of mathematical content and skills—without omitting critical concepts and topics." (CCSS, Appendix A, 80) The new core includes honors courses beginning in seventh grade and will provide higher level math courses such as Calculus or AP Statistics available for students who are ready for them.

In seventh and eighth grade honors courses will contain extra topics not included in the former core. These topics include elements from discrete mathematics, non-traditional geometries, different counting systems, and other mathematics that would be interesting to advanced middle school students. In addition, students in the honors courses will have increased opportunities to model contextual situations with the mathematics at their grade level. These courses have increased rigor and advanced content that will challenge the minds of high ability students.

Existing Mathematics Core Compared to the Common Core 1st Year of College Levels of range Current gap in range and complexity and complexity between high school not expected of high school and college 11th students before 12th 10th 11th 9th 10th 8th 9th 7th 7th 6th 6th 5th 5th 4th 4th 3rd 2nd 2nd

> Note that the increase in complexity is intended to begin in

1st

A Visual Representation of the Range and Complexity of the

Courses for all students are much more advanced than in previous class-work. Students on the regular pathway will be prepared for Precalculus, A.P. Statistics, or concurrent enrollment in their senior year. The accelerated pathway to high school (advanced placement) calculus is a compacted version of Secondary I, II, III and Precalculus and will begin in ninth grade. This pathway will allow students successfully completing the three high school honors courses to be ready for A.P. Calculus as seniors. The Mathematics Task Force, consisting of mathematics educators from public and higher education, as well as policy makers and other stakeholders has supported this coursework for high ability students.

Additional choices and flexibility have been built into the new secondary mathematics core. If high ability students have difficulty they may exit the honors program at any time and take the regular Secondary I, II, or III courses, without being forced to repeat coursework.

In rare circumstances, an LEA may compact mathematics courses to allow an especially advanced student to take Calculus before the senior year. Extreme care must be taken to properly identify and verify that these students are eligible and ready for such acceleration. With thoughtful and informed placement and curricular decisions, students can be guided and placed in appropriate classes.

Compacted courses must not skip any content or reduce rigor. Instead, they should move at a faster pace and include multiple assessments to ensure content has been mastered. Districts and schools should use course codes that match the curriculum students are studying, even if that means using multiple course codes within a year. The CCSS Appendix A includes guidelines for setting up compacted courses, including delayed selection of students. Since the new honors core is much more rigorous than previous class-work, districts and charters should proceed with caution in the implementation of compacted courses and collect data to validate the efficacy of such programs.