

GALLUP NEWS SERVICE

COMMON CORE EDUCATIONAL STANDARDS

Results for national adults are based on telephone interviews with –1,010– national adults, aged 18+, conducted September 16-17, 2014. For results based on the total sample of National Adults, the margin of error is ± 4 percentage points at the 95% confidence level.

Results for public school parents are based on telephone interviews with –532– public school parents, aged 18+, conducted September 16-21, 2014 in all 50 states and the District of Columbia. For results based on the total sample of public school parents, the margin of error is ± 6 percentage points at the 95% confidence level.

Interviews are conducted with respondents on landline telephones and cellular phones, with interviews conducted in Spanish for respondents who are primarily Spanish-speaking. Each sample of national adults includes a minimum quota of 50% cell phone respondents and 50% landline respondents, with additional minimum quotas by time zone within region. Landline and cell phone numbers are selected using random digit dial methods. Landline respondents are chosen at random within each household on the basis of which member had the most recent birthday.

Samples are weighted to correct for unequal selection probability, non-response, and double coverage of landline and cell users in the two sampling frames. They are also weighted to match the national demographics of gender, age, race, Hispanic ethnicity, education, region, population density, and phone status (cell phone-only/landline only/both, cell phone mostly). Demographic weighting targets are based on the March 2013 Current Population Survey figures for the aged 18 and older U.S. population. Phone status targets are based on the January-June 2013 National Health Interview Survey. Population density targets are based on the 2010 census. All reported margins of sampling error include the computed design effects for weighting.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

1. *(Asked of parents of children age 18 or under)* Do you currently have any children attending a public school at any of the following levels? Kindergarten through grade 5 / Grades 6 through 8 / Grades 9 through 12

ASKED FOR SCREENING

2. How much, if anything, have you heard about the new national standards for teaching reading, writing, and math in grades K through 12, known as the Common Core State Standards – a great deal, a fair amount, only a little, or nothing at all?

	<u>Great deal</u>	<u>Fair amount</u>	<u>Only a little</u>	<u>Nothing at all</u>	<u>No opinion</u>
National adults					
2014 Sep 16-17	14	25	25	35	1
Public school parents					
2014 Sep 16-21	24	25	24	27	*
2014 Apr 3-9	16	22	30	31	2

3. *(Asked of parents who have heard of Common Core)* And from what you know about them, do you have a positive or negative impression of the Common Core standards? Is that very [positive/negative], or somewhat [positive/negative]?

COMBINED RESULTS (Q.2/3): BASED ON PUBLIC SCHOOL PARENTS

	<u>Very positive</u>	<u>Somewhat positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>	<u>Not heard of</u>	<u>No opinion</u>
National adults						
2014 Sep 16-17	5	21	16	18	36	5
Public school parents						
2014 Sep 16-21	6	27	17	18	27	5
2014 Apr 3-9	9	26	15	13	33	4

Continued on next page

4. *(Asked of public school parents)* Now I'd like to mention several aspects of the Common Core. For each, please tell me if you think it will have a very positive, somewhat positive, somewhat negative, or very negative impact on education in the United States? How about -- [RANDOM ORDER]?

A. Having one set of educational standards across the country for reading, writing, and math

	<u>Very positive</u>	<u>Somewhat positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>	<u>No opinion</u>
National adults					
2014 Sep 16-17	29	34	17	17	4
Public school parents					
2014 Sep 16-21	33	32	18	14	3
2014 Apr 3-9	37	36	15	10	1

B. Using standardized computer-based tests to measure all students' performance and progress

	<u>Very positive</u>	<u>Somewhat positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>	<u>No opinion</u>
National adults					
2014 Sep 16-17	18	35	23	19	5
Public school parents					
2014 Sep 16-21	22	37	23	16	3
2014 Apr 3-9	26	39	20	13	2

C. Linking teacher evaluations to their students' Common Core test scores

	<u>Very positive</u>	<u>Somewhat positive</u>	<u>Somewhat negative</u>	<u>Very negative</u>	<u>No opinion</u>
National adults					
2014 Sep 16-17	23	36	19	17	6
Public school parents					
2014 Sep 16-21	26	36	18	16	4
2014 Apr 3-9	30	37	16	14	4