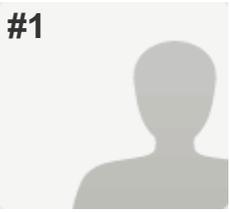


#1



INCOMPLETE

PAGE 1: Mathematics

Q1: I would like to comment on the following domain first:

Number Sense and Operations in Fractions

PAGE 2: Mathematics K-5

Q2: I would like to comment on the following domain:

Respondent skipped this question

PAGE 3: Mathematics - Number Sense (K-1)

Q3: The standards in this domain are developmentally appropriate.

Respondent skipped this question

Q4: The standards in this domain follow a coherent path through and across all grade levels.

Respondent skipped this question

Q5: The standards set a rigorous path of high expectations for students at each grade level.

Respondent skipped this question

Q6: The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Respondent skipped this question

Q7: The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Respondent skipped this question

Q8: The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Respondent skipped this question

Q9: The standards in this domain are accurate and encompass the breadth of the content.

Respondent skipped this question

Q10: Overall comments regarding the proposed Number Sense K-1 Standards:

Respondent skipped this question

Q11: Select an option:

Respondent skipped this question

PAGE 4: Mathematics - Number Sense and Operations in Base Ten

Q12: The standards in this domain are developmentally appropriate.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Q13: The standards in this domain follow a coherent path through and across all grade levels.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Q14: The standards set a rigorous path of high expectations for students at each grade level.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Q15: The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Suggested revisions for standards:

Again, we already have existing resources to assess the MO Learning Standards (Common Core). Publishing companies have aligned their question test banks to the CCSS. If we adopt new standards, we would also have to adopt a new assessment. Who would write this? Where would we get the test bank items? How would we know they are actually assessing what we want to assess, and at what level? How could we compare our Missouri scores to other states, when we don't have common standards to begin with? If you really want to measure apples to apples, keep the common core, and we can truly see how our Missouri students perform and rank as compared to other states with the SAME standards!

Q16: The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Suggested revisions for standards:

America, as a whole, is still working to compete internationally to have the best educational system. We don't need divisive standards. We need a COMMON standard, so we can compare apples to apples when measuring student learning across the nation. We need our students to be college and career ready, and all have a common learning background to help them find success when they reach the college level. Stay with the Common Core (MO Learning Standards). They create a common curriculum, and an opportunity for teachers across the nation to grow professionally and collaborate together. Collectively, with the common core, educators can build their capacity. Adopting these standards would be a step backwards for students and teachers.

Q17: The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Q18: The standards in this domain are accurate and encompass the breadth of the content.

(no label)

4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Q19: Overall comments regarding the proposed Number Sense and Operations in Base Ten Standards:

Why are we considering adopting new standards for mathematics when these newly proposed standards are very similar to the strands we already have existing within the MO Learning Standards? This will just create more confusion for educators when school districts have to realign their standards and resources that have been recently purchased upon adopting the CCSS - and for what? What is all that time and money for, if these standards site the same resources as the existing MO Learning Standards? Even the tables sited with common problem types are the SAME as what exists within the Common Core State Standards progressions.

Instead of creating new standards, use the money and time that would be spent on professional development for teachers. Give them ALL the training to effectively teach mathematics, from the same sources sited here- Jo Boaler, NCTM, etc. You don't need new standards to do that. We are already utilizing Boaler's work, attending NCTM conferences, etc, under the existing Common Core Standards. What we need to do is BUILD CAPACITY so that all educators have that knowledge, learning, and those resources. Use the money to provide additional staff who are trained in providing math interventions to students who struggle. Let's do Response to Intervention with fidelity in math. Let's build instructional tools that name strategies for teachers to utilize when a student falls at a certain place below grade level on a math progression. We could do a lot more to support teachers, and therefore, students- and none of these ideas has anything to do with wasting everyone's time adopting "new" standards that are really just more of the same thing!

Q20: Select an option:

I have no further comments on the HB1490 proposed standards for Mathematics.

PAGE 5: Mathematics - Number Sense and Operations in Fractions

Q21: The standards in this domain are developmentally appropriate.

Respondent skipped this question

Q22: The standards in this domain follow a coherent path through and across all grade levels.

Respondent skipped this question

Q23: The standards set a rigorous path of high expectations for students at each grade level.

Respondent skipped this question

Q24: The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Respondent skipped this question

Q25: The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Respondent skipped this question

Q26: The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Respondent skipped this question

Q27: The standards in this domain are accurate and encompass the breadth of the content.

Respondent skipped this question

Q28: Overall comments regarding the proposed Number Sense and Operations in Fractions:

Respondent skipped this question

Q29: Select an option:

Respondent skipped this question

PAGE 6: Mathematics K-5: Relationships and Algebraic Thinking

| | |
|--|---|
| Q30: The standards in this domain are developmentally appropriate. | <i>Respondent skipped this question</i> |
| Q31: The standards in this domain follow a coherent path through and across all grade levels. | <i>Respondent skipped this question</i> |
| Q32: The standards set a rigorous path of high expectations for students at each grade level. | <i>Respondent skipped this question</i> |
| Q33: The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment. | <i>Respondent skipped this question</i> |
| Q34: The standards in this domain are understandable to educators and explainable to parents and other stakeholders. | <i>Respondent skipped this question</i> |
| Q35: The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation. | <i>Respondent skipped this question</i> |
| Q36: The standards in this domain are accurate and encompass the breadth of the content. | <i>Respondent skipped this question</i> |
| Q37: Overall comments regarding the proposed Relationships and Algebraic Thinking Standards: | <i>Respondent skipped this question</i> |
| Q38: Select an option: | <i>Respondent skipped this question</i> |

PAGE 7: Mathematics K-5: Geometry and Measurement

| | |
|--|---|
| Q39: The standards in this domain are developmentally appropriate. | <i>Respondent skipped this question</i> |
| Q40: The standards in this domain follow a coherent path through and across all grade levels. | <i>Respondent skipped this question</i> |
| Q41: The standards set a rigorous path of high expectations for students at each grade level. | <i>Respondent skipped this question</i> |
| Q42: The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment. | <i>Respondent skipped this question</i> |
| Q43: The standards in this domain are understandable to educators and explainable to parents and other stakeholders. | <i>Respondent skipped this question</i> |
| Q44: The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation. | <i>Respondent skipped this question</i> |
| Q45: The standards in this domain are accurate and encompass the breadth of the content. | <i>Respondent skipped this question</i> |

HB1490 Work Group - Mathematics K-5

Q46: Overall comments regarding the proposed Geometry and Measurement Standards:

Respondent skipped this question

Q47: Select an option:

Respondent skipped this question

PAGE 8: Mathematics K-5: Data and Statistics

Q48: The standards in this domain are developmentally appropriate.

Respondent skipped this question

Q49: The standards in this domain follow a coherent path through and across all grade levels.

Respondent skipped this question

Q50: The standards set a rigorous path of high expectations for students at each grade level.

Respondent skipped this question

Q51: The majority of the standards in this domain can be assessed in the classroom and/or on a state assessment.

Respondent skipped this question

Q52: The standards in this domain are understandable to educators and explainable to parents and other stakeholders.

Respondent skipped this question

Q53: The standards in this domain represent the necessary content for a student to reach college and/or career readiness upon graduation.

Respondent skipped this question

Q54: The standards in this domain are accurate and encompass the breadth of the content.

Respondent skipped this question

Q55: Overall comments regarding the proposed Data and Statistics Standards:

Respondent skipped this question

Q56: Select an option:

Respondent skipped this question

PAGE 9: Demographics

Q57: Do you work or reside in Missouri?

Yes

Q58: How might you define your relationship to Missouri schools?

Academic Researcher

PAGE 10: Demographics - General Public

Q59: What is your work or residential zip code?

Respondent skipped this question

PAGE 11: Demographics - Academic Researchers

Q60: Which Missouri department of higher education institute do you represent?

Respondent skipped this question

Q61: What is your current role at this institution?

Respondent skipped this question

Q62: How long have you worked in higher education?

Respondent skipped this question

Q63: List any current course(s) you teach:

Respondent skipped this question

PAGE 12: Demographics for Joint Committee on Education (optional)

Q64: Name:

Respondent skipped this question
