

Indicate the content domain for your comments:	Select a grade level:	Please leave your comment:	MO Resident?	Relationship to Missouri schools?	Zip Code
Measurement and Data	Grade 5	We voted no on Ammendment 3 which passed. Yet now we are finding out that the teachers will be graded on their performance. We DON'T want DESE, Common Core , Missouri Standards whatever name you want to put on it. We want our children to learn, and enjoy learning NOT crying over homework that they are only supposed to spend 20 to 30 minutes a night doing. This is my 3rd grader who gets A's and a few B's.Get these standards out of our schools.	Yes	Parent/guardian	63011
Measurement and Data	Grade 4	4.MD.A.3 add: "Explain situations where area is added. For example, 'How much tile would be needed to cover a 10'x 12' kitchen together with a 6' x 5' bathroom?'" "Explain situations where lengths of a perimeter can be multiplied. For example, the perimeter of a rectangle can be write $l + l + w + w$ or $2l + 2w$." Rationale: Teachers inadvertently convey the idea that area is always multiplied and perimeter is always added. Because memorizing that leaves out any reasoning, the students can never remember which one they add and which one they multiply.	Yes		

Measurement and Data	Grade 8	Measurement and data contains precious little expectations for common measurement. On the MAP test and common core I usually see "measurement" represented as something along the lines of, "what is most appropriate unit of measure for a house length? Feet, Meters, Miles?" Unfortunately this really doesn't test students ability to MEASURE anything. How about using the manipulative ruler to actually measure 3 and 1/4th inch, or convert 400 meters to yards and feet in the context of a word problem. In regards to DATA, apparently it's too easy to simply have students understand the direct usage of measures of central tendency. Instead of taking the mean of a set of numbers, students are asked to figure out the additional number needed to be added to a group of numbers to create a particular average. Sounds interesting, but really is not a test of whether kids know how to make a basic analysis of data. Tests and standards should not focus on trick situations, but rather a direct application or straight forward usage of the tested skill. Also MISSING from the common core and GLE is extrapolating and interpolating from best fit lines and scatter plots. This is such a common technique of the "real world" and yet ABSENT from DATA.	Yes
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