Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

Include software application standards for K-5. Students can select and use tools and publish final product. Include keyboarding knowledge for grades 3 up. This is important to continue to include in our standards.

Q2 The standards in this strand follow a coherent path through and across all grade levels.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q3 The standards set a rigorous path of high expectations for students at each grade level.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.
Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Suggested revisions for standards:

3. Standards are acceptable after they are revised as suggested immediately below.

Suggestion in first box--to be career ready students have to have working knowledge of not just troubleshooting and hardware and software but how to use programs. If our students can't format a report, select the correct application to create a chart or graph, I feel that this is important to prepare them for college.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

Suggested revisions for standards:

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q8 Overall comments regarding the proposed standards. Respondent skipped this question

Page 2: Demographics

Q9 Do you work or reside in Missouri? Yes

Q10 How might you define your relationship to Missouri schools? Educator

Page 3: Educator

Q11 At what level of education are you associated? Elementary,

Other (please specify):

includes 6-7

Page 4: Demographics - General Public

Q12 What is your work or residential zip code?

63780

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent? Respondent skipped this question
| **Q14** What is your current role at this institution? | Respondent skipped this question |
| **Q15** How long have you worked in higher education? | Respondent skipped this question |
| **Q16** List any current course(s) you teach: | Respondent skipped this question |

Page 6: Demographics for Joint Committee on Education (optional)

| **Q17** Name: | Respondent skipped this question |
Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.

(no label) 4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.

Q2 The standards in this strand 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.

Q3 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.

Q4 The majority of the standards in this strand 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.

Q5 The standards in this strand 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.

Q6 The standards in this strand 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.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

(no label) 4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.
Q8 Overall comments regarding the proposed standards.  Respondent skipped this question

Page 2: Demographics

Q9 Do you work or reside in Missouri?  Yes

Q10 How might you define your relationship to Missouri schools?  Educator

Page 3: Educator

Q11 At what level of education are you associated?  Supervision/Administration

Page 4: Demographics - General Public

Q12 What is your work or residential zip code?  63655

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent?  Respondent skipped this question

Q14 What is your current role at this institution?  Respondent skipped this question

Q15 How long have you worked in higher education?  Respondent skipped this question

Q16 List any current course(s) you teach:  Respondent skipped this question

Page 6: Demographics for Joint Committee on Education (optional)

Q17 Name:  Respondent skipped this question
Q1 The standards in this strand are developmentally appropriate.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q2 The standards in this strand follow a coherent path through and across all grade levels.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q3 The standards set a rigorous path of high expectations for students at each grade level.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q7 The standards in this strand are accurate and encompass the breadth of the content.
(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.
Q8 Overall comments regarding the proposed standards.

Schools would need to be required to offer computer science courses, and ours currently does not. We currently combine technology skills with either weekly library or maker space classes. Districts will find it difficult to afford more teachers when they are struggling to keep class sizes down.

Page 2: Demographics

Q9 Do you work or reside in Missouri? Yes

Q10 How might you define your relationship to Missouri schools? Educator

Page 3: Educator

Q11 At what level of education are you associated? Elementary

Page 4: Demographics - General Public

Q12 What is your work or residential zip code? 65737

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent? Respondent skipped this question

Q14 What is your current role at this institution? Respondent skipped this question

Q15 How long have you worked in higher education? Respondent skipped this question

Q16 List any current course(s) you teach: Respondent skipped this question

Page 6: Demographics for Joint Committee on Education (optional)

Q17 Name: Respondent skipped this question
Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.
(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q2 The standards in this strand follow a coherent path through and across all grade levels.
(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q3 The standards set a rigorous path of high expectations for students at each grade level.
(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.
(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

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(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.
(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q7 The standards in this strand are accurate and encompass the breadth of the content.
(no label) 1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.
Q8 Overall comments regarding the proposed standards.  Respondent skipped this question

Page 2: Demographics

Q9 Do you work or reside in Missouri?  Yes

Q10 How might you define your relationship to Missouri schools?  Educator

Page 3: Educator

Q11 At what level of education are you associated?  Elementary

Page 4: Demographics - General Public

Q12 What is your work or residential zip code?  Respondent skipped this question

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent?  Respondent skipped this question

Q14 What is your current role at this institution?  Respondent skipped this question

Q15 How long have you worked in higher education?  Respondent skipped this question

Q16 List any current course(s) you teach:  Respondent skipped this question

Page 6: Demographics for Joint Committee on Education (optional)

Q17 Name:  Respondent skipped this question
Q1 The standards in this strand are developmentally appropriate.

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards::
I feel like these standards are a mile wide and an inch deep. Most of these standards need broken down further into categories.

Q2 The standards in this strand follow a coherent path through and across all grade levels.

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards::
Yes the standards do flow. However, they are too broad. Words like: "With little assistance" this is not something that is concrete that a teacher can actually follow.

Q3 The standards set a rigorous path of high expectations for students at each grade level.

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards::
I believe the standards can set a rigorous path, but they need to be broken down further. Many of these standards are great ideas, but they have lumped too many things together.

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

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

Suggested revisions for standards::
I don't see how they can. There is not a scale to know whether they have met, haven't met, or exceeded standards.
Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

(no label)

Suggested revisions for standards::

3. Standards are acceptable after they are revised as suggested immediately below.

No. More details need to be provided. "Identify the components", what components? Also, if we are writing standards that are easily understandable for parents or non-educators they need to be written in a language that is easy to understand. Choose a vocabulary that is suitable for your audience. Educators can understand what words or sentences like, "develop a systematic troubleshooting routine". If you believe this is easily understandable for parents you're the problem. Most magazine articles or other literature is written at a 5th or 6th grade reading level for a reason. Please remember that if you are wanting to share information and make it easier for parents to read and understand you shouldn't try to speak over their heads.

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

(no label)

Suggested revisions for standards::

3. Standards are acceptable after they are revised as suggested immediately below.

There is a lot of information within these standards, and it needs to broken down. Or make them more specific.

Q8 Overall comments regarding the proposed standards.

A mile wide and an inch deep.

Page 2: Demographics

Q9 Do you work or reside in Missouri? Yes

Q10 How might you define your relationship to Missouri schools? Educator

Page 3: Educator
**Q11** At what level of education are you associated?  
K-12

**Page 4: Demographics - General Public**

**Q12** What is your work or residential zip code?  
64752

**Page 5: Demographics - Academic Researchers**

**Q13** Which Missouri department of higher education institute do you represent?  
Respondent skipped this question

**Q14** What is your current role at this institution?  
Respondent skipped this question

**Q15** How long have you worked in higher education?  
Respondent skipped this question

**Q16** List any current course(s) you teach:  
Respondent skipped this question

**Page 6: Demographics for Joint Committee on Education (optional)**

**Q17** Name:  
Respondent skipped this question
Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Suggested revisions for standards:

I believe K.CS.D.01 and 1.CS.D.01 conflict with the teacher evaluation rubric (https://dese.mo.gov/sites/default/files/02-GrowthGuide.pdf) 6.4. If they met the computing standard, the teacher will still only be 4, Developing according to the Evidence of Impact on the Growth Guide. This might be beyond 2nd grade: 2.CS.H.01 Identify the components of a computer system and what the basic functions are (e.g. hard drive and memory)

Q2 The standards in this strand follow a coherent path through and across all grade levels.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Suggested revisions for standards:

Is it really necessary to have these standards when there is so much to cover in ELA and Math? The day isn't any longer, but more standards are being added. Something should come off the instructional plate if you want teachers to truly make this a priority (especially the ones that are rural with minimal internet and/or not 1:1.

Q3 The standards set a rigorous path of high expectations for students at each grade level.

(no label)

1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q4 The majority of the standards in this strand 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:

These should NOT be tested on a state test.
Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.

Q8 Overall comments regarding the proposed standards.

I think that the purpose of having the Computer Science standards is noble. However, this should not be something that is testing and becomes another "thing" teachers have to do. Let them naturally embed using technology to enhance their instruction and the standards will naturally and authentically be learned.

Page 2: Demographics

Q9 Do you work or reside in Missouri?

Yes

Q10 How might you define your relationship to Missouri schools?

Educator

Page 3: Educator

Q11 At what level of education are you associated?

Elementary

Page 4: Demographics - General Public

Q12 What is your work or residential zip code?

63755

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent?

Respondent skipped this question
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<td>Q15 How long have you worked in higher education?</td>
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<td>Q16 List any current course(s) you teach:</td>
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Page 6: Demographics for Joint Committee on Education (optional)

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</tr>
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</table>
Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.

(no label)

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards::

Reduce the number of peripherals and external storage required to learn in 2.CS.H.01.

Q2 The standards in this strand follow a coherent path through and across all grade levels.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q3 The standards set a rigorous path of high expectations for students at each grade level.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q4 The majority of the standards in this strand 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::

Important to introduce, but not appropriate to assess at this level.

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

(no label)

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.
Q7 The standards in this strand are accurate and encompass the breadth of the content.

(no label) 2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q8 Overall comments regarding the proposed standards. Respondent skipped this question

Page 2: Demographics

Q9 Do you work or reside in Missouri? Yes

Q10 How might you define your relationship to Missouri schools? Educator

Page 3: Educator

Q11 At what level of education are you associated? Elementary

Page 4: Demographics - General Public

Q12 What is your work or residential zip code? 63755

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent? Respondent skipped this question

Q14 What is your current role at this institution? Respondent skipped this question

Q15 How long have you worked in higher education? Respondent skipped this question

Q16 List any current course(s) you teach: Respondent skipped this question

Page 6: Demographics for Joint Committee on Education (optional)

Q17 Name: Respondent skipped this question
Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.

(no label) 3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:: See comments in the OVERALL COMMENTS section.

Q2 The standards in this strand follow a coherent path through and across all grade levels.

(no label) 3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:: CSTA has a standard for devices at the 3-5 level. MO standards have none need to be added. See comments in the OVERALL COMMENTS section.

Q3 The standards set a rigorous path of high expectations for students at each grade level.

(no label) 3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:: See comments in the OVERALL COMMENTS section.

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

(no label) 3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:: See comments in the OVERALL COMMENTS section.

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

(no label) 3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:: MO standards are incomplete. See comments in the OVERALL COMMENTS section.
Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

3. Standards are acceptable after they are revised as suggested immediately below.

Suggested revisions for standards:

If the CSTA standards are the guide, then the MO standards are incomplete. See comments in the OVERALL COMMENTS section.

Q8 Overall comments regarding the proposed standards.

RECOMMENDATION for COMPUTER SYSTEMS/DEVICES (3-5): CSTA 1B-CS-01 sets the foundation for the concept of systems (internal and external devices combined together). Why is this standard not included for 3-5? Recommend this CSTA standard be added to the MO standards.

RECOMMENDATION for COMPUTER SYSTEMS/HARDWARE & SOFTWARE (K-2): Why was CSTA 1A-CS-02 broken into a separate Hardware and Software MO Standard? The separate Software standard is merely a repeat of the Device standard. Recommend that this redundant standard be removed.

RECOMMENDATION for COMPUTER SYSTEMS/HARDWARE & SOFTWARE (3-5): CSTA 1A-CS-02 sets the foundation for modeling the functional parts of a system (such as input, output, processor, shared memory which are included in the von Neumann computer model). Why is there no mention of the system’s concept (the joining of functions) in this standard? Recommend a re-write of the MO standard.

Page 2: Demographics

Q9 Do you work or reside in Missouri? Yes

Q10 How might you define your relationship to Missouri schools? Other

Page 3: Educator

Q11 At what level of education are you associated? Respondent skipped this question

Page 4: Demographics - General Public
Q12 What is your work or residential zip code?
63128

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent? Respondent skipped this question

Q14 What is your current role at this institution? Respondent skipped this question

Q15 How long have you worked in higher education? Respondent skipped this question

Q16 List any current course(s) you teach: Respondent skipped this question

Page 6: Demographics for Joint Committee on Education (optional)

Q17 Name: Respondent skipped this question
# Page 1: Comments

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<th>The standards in this strand are developmentally appropriate.</th>
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<tbody>
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<td>1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.</td>
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<th>The standards in this strand follow a coherent path through and across all grade levels.</th>
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<td>1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.</td>
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<th>Q3</th>
<th>The standards set a rigorous path of high expectations for students at each grade level.</th>
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<td></td>
<td>1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.</td>
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<table>
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<th>Q4</th>
<th>The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.</td>
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</table>

Suggested revisions for standards:

Troubleshooting is difficult to assess due to the fact that students tackle these problems as they occur. They may not share with the teacher what they have done to troubleshoot.

<table>
<thead>
<tr>
<th>Q5</th>
<th>The standards in this strand are understandable to educators and explainable to parents and other stakeholders.</th>
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<tbody>
<tr>
<td></td>
<td>2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.</td>
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</table>
Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Suggested revisions for standards:

Not sure that the K-2 standards here in computing systems are necessary for college/career readiness. They are good to know while using computer systems. It makes it easier for the student to use devices without a struggle.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q8 Overall comments regarding the proposed standards.

Respondent skipped this question

Page 2: Demographics

Q9 Do you work or reside in Missouri?

Yes

Q10 How might you define your relationship to Missouri schools?

Educator

Page 3: Educator

Q11 At what level of education are you associated?

Elementary,
Other (please specify):
Library Media
Specialist

Page 4: Demographics - General Public

Q12 What is your work or residential zip code?

63701

Page 5: Demographics - Academic Researchers

Q13 Which Missouri department of higher education institute do you represent?

Respondent skipped this question
Q14 What is your current role at this institution?  
Respondent skipped this question

Q15 How long have you worked in higher education?  
Respondent skipped this question

Q16 List any current course(s) you teach:  
Respondent skipped this question

Page 6: Demographics for Joint Committee on Education (optional)

Q17 Name:  
Respondent skipped this question
Page 1: Comments

Q1 The standards in this strand are developmentally appropriate.

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

Suggested revisions for standards::

Kindergarten and first grade students should be exposed to technology however there is not enough time in the school day to develop other basic skills that will be necessary to be a contributing citizen to their community. Such as self-regulation and fine motor skills. It is ridiculous to expect take time in their short days to add learning parts of the computer, sequencing a task or how to save a file. While some of those items would be quick, example a google doc automatically saves-those skills will be easy to pick up when the application of those skills is necessary.

Q2 The standards in this strand follow a coherent path through and across all grade levels.

2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.

Q3 The standards set a rigorous path of high expectations for students at each grade level.

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

Suggested revisions for standards::

We expect too much of our students especially for beginning kindergarten and first grade students. It is important to have high standards but remember these are just five and six year olds.

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

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

Suggested revisions for standards::

They don't need to be assessed on these skills.
Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

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

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

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

Suggested revisions for standards:
Those skills are necessary but not for early elementary students. Technology changes very quickly so what they are learning at 5 and 6 will be obsolete by the time they reach college.

Q7 The standards in this strand are accurate and encompass the breadth of the content.

3. Standards are acceptable after they are revised as suggested immediately below.

Q8 Overall comments regarding the proposed standards.

Elementary students are not developmentally ready for the standards already in place; why is there a need to add yet another area for assessment. Children pick up on computing skills easily. They are lacking social skills, self-regulation abilities, and fine motor skills and need time to develop those skills and a solid foundation for reading. If they need to be proficient in reading by the end of third grade, why are we not putting our eggs in that basket.

Page 2: Demographics

Q9 Do you work or reside in Missouri? Yes

Q10 How might you define your relationship to Missouri schools? Educator

Page 3: Educator

Q11 At what level of education are you associated? K-12

Page 4: Demographics - General Public

Q12 What is your work or residential zip code? 63755
### Page 5: Demographics - Academic Researchers

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<td>Q16 List any current course(s) you teach:</td>
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### Page 6: Demographics for Joint Committee on Education (optional)

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