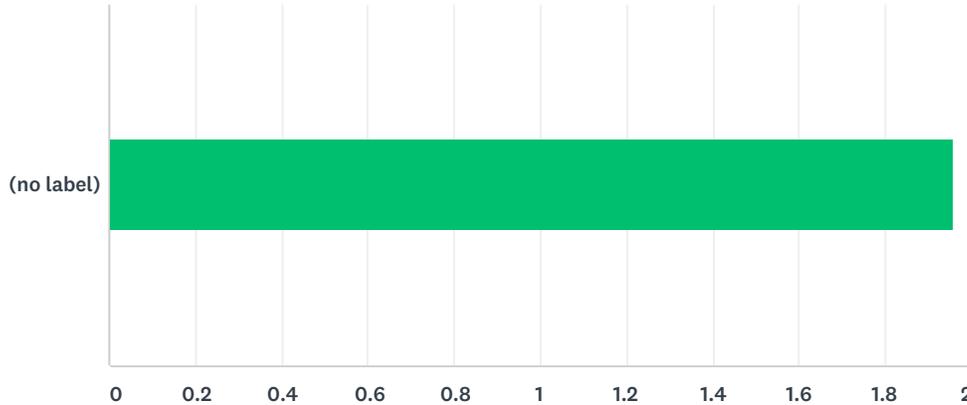


Q1 The standards in this strand are developmentally appropriate.

Answered: 26 Skipped: 2



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 13	23.08% 6	7.69% 2	19.23% 5	26	1.96

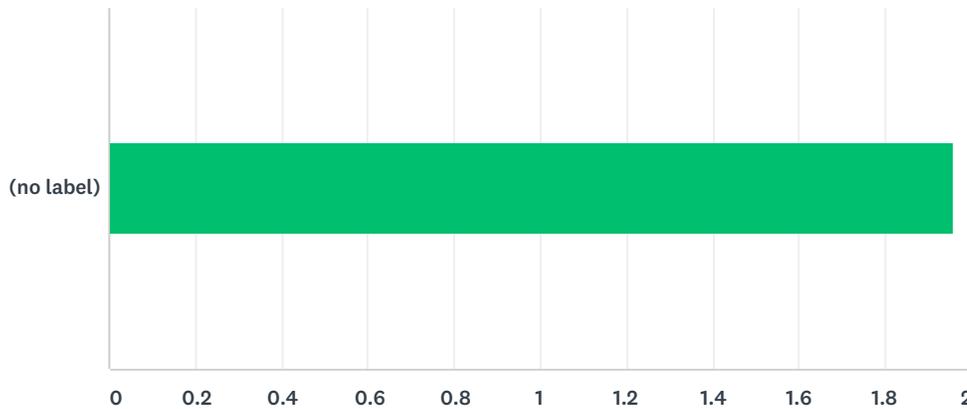
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	There is an overemphasis on the Presentation strand, and the minuscule differences between grade levels are often awkward, arbitrary, and forced. Most of these could be better if simplified into grade groupings (early elementary K-2, upper elementary 3-5, and the middle grades). The high school categorizations make more sense.	1/31/2019 11:17 PM
2	The standards in this strand are way inappropriate and ludicrous. They are not developmentally appropriate at all. How can you expect a five-year-old to explain the purpose of a portfolio or collection? or a fourth-grade student to: "Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats."	1/31/2019 10:47 PM
3	Discussing the preservation of art and materials along with the role of a curator is new information and may be complex for some students.	1/28/2019 1:13 PM
4	See bottom overall comment.	1/23/2019 6:53 PM
5	We feel that the present category could be condensed. If you had easy access to an art museum, this may be more applicable.	1/18/2019 9:16 AM
6	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:09 AM
7	While the standards are acceptable as is, I would like to see a sample scope and sequence along with the standards that could be used as without direct media guidelines and reference points for teaching in the standards and sample assessments for all grade levels, not just 5th.	1/6/2019 3:37 PM
8	However, many of us do not have adequate time with the students to properly put the presentation part into the curriculum as it takes multiple pieces to look through. Many of our projects tend to be process orientated.	1/2/2019 2:10 PM
9	There is limited amount of time to really hit the presentation skills. We have a hard time getting to all of the skills we need to teach let alone have time to work up a presentation for these works of art.	1/2/2019 1:25 PM

Fine Arts Standards - Visual Arts - Present

10	Because of time constraints with a large number of students, students do not have their own portfolios. However, students at an early age are able to value one artwork over another and understand how to present it.	1/2/2019 1:15 PM
11	Many of the standards would belong in higher levels. For example, "Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork." in 3rd grade would fit more in 5th or 6th grade.	12/7/2018 3:03 PM

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

Answered: 26 Skipped: 2

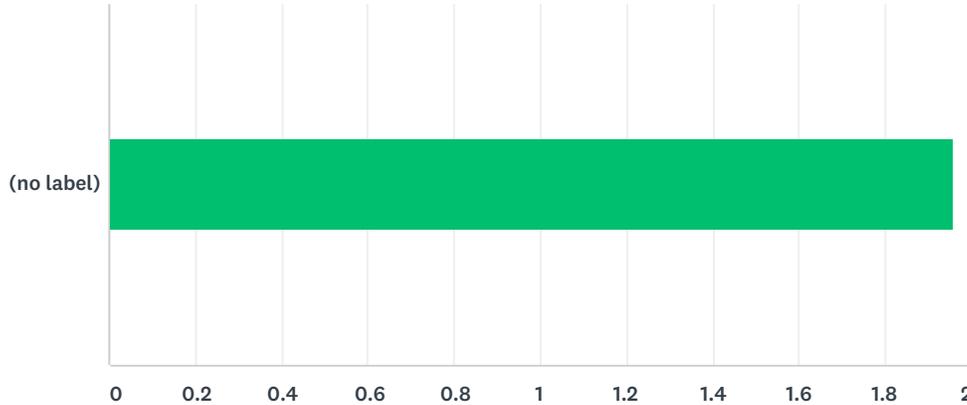


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 13	23.08% 6	7.69% 2	19.23% 5	26	1.96

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	There is an overemphasis on the Presentation strand. The minuscule differences between grade levels are often awkward, arbitrary, and forced. Most of these would be better if simplified into grade groupings (early elementary K-2, upper elementary 3-5, and the middle grades). The high school categorizations make more sense. VA:Pr5A is especially awkward. The third grade objective requires that students "identify exhibit space and prepare works of art including artists' statements for presentation," but they don't write their own artist statements until 5th grade. Is it really THAT valuable to arrange another artist's statement? Then the 5th grade standard is about developing "a logical argument for safe and effective use of materials and techniques" for presentation. Again, not so valuable that this should replace real content standards.	1/31/2019 11:17 PM
2	See bottom overall comment.	1/23/2019 6:53 PM
3	They make sense but we feel that more weight should be given to the actual production of products and less to preservation.	1/18/2019 9:16 AM
4	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:09 AM
5	See above.	12/7/2018 3:03 PM

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

Answered: 26 Skipped: 2

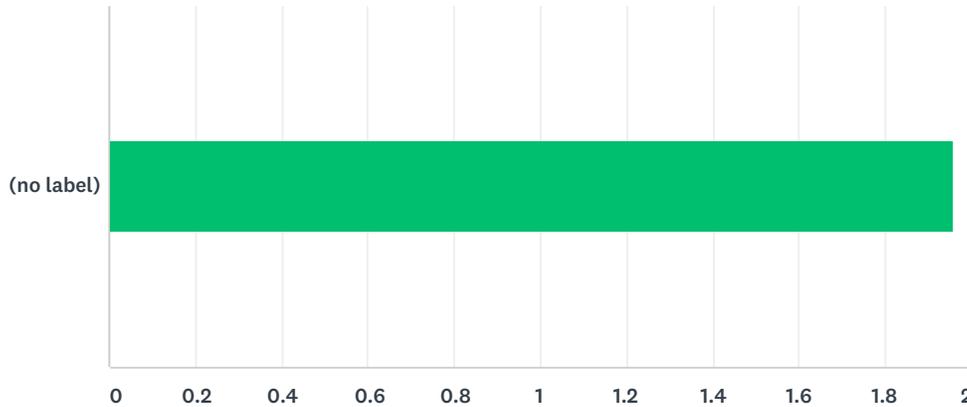


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	53.85% 14	19.23% 5	3.85% 1	23.08% 6	26	1.96

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	There is an unnecessary overemphasis on the Presentation strand in the first place, and the minuscule differences between grade levels are often awkward, arbitrary, and forced. Most of these could be better if simplified into grade groupings (early elementary K-2, upper elementary 3-5, and the middle grades).	1/31/2019 11:17 PM
2	The standards set unreachable and unrealistic expectations for our students.	1/31/2019 10:47 PM
3	See bottom overall comment.	1/23/2019 6:53 PM
4	They are rigorous but not necessary for the average learner.	1/18/2019 9:16 AM
5	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:09 AM
6	I think that these standards show what is visual artist IS and DOES. They are REAL learning points, not contrived content.	1/16/2019 7:45 AM
7	As an adult with a bachelor's degree, and an art teacher, I do not even understand the requirements posed by these standards. How on earth, will our students be able to understand this gibberish?	12/31/2018 10:42 PM

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

Answered: 26 Skipped: 2

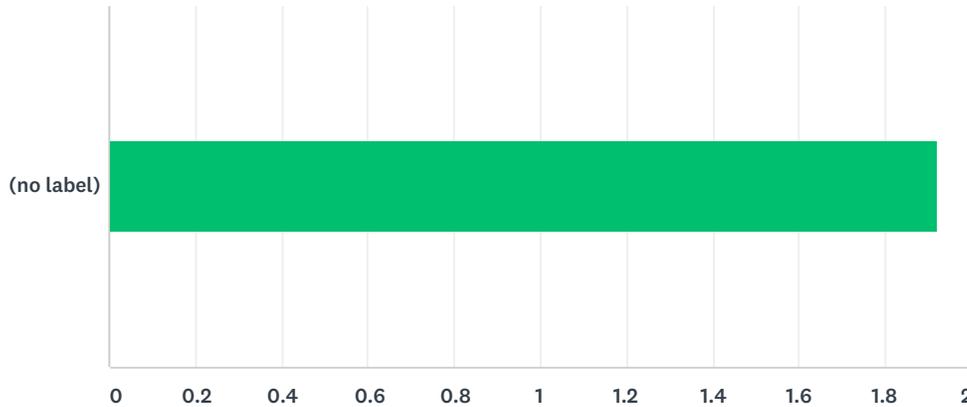


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.69% 15	11.54% 3	7.69% 2	23.08% 6	26	1.96

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Without concrete content standards, most of these standards are difficult to assess beyond pass/fail or a checklist. This seems like student portfolios will be required without ever really stating it.	1/31/2019 11:17 PM
2	I believe these standards would prove to be hard to assess if not impractical and/or impossible. And how can we expect our students to understand art museums, galleries... differences and similarities, roles and responsibilities of people that work or visit there when many do not live near any art venues and have never been to one.	1/31/2019 10:47 PM
3	See bottom overall comment.	1/23/2019 6:53 PM
4	This would be difficult to teach and access without additional funding for multiple trips to museums. Students could give a written response (and could possibly be assessed), but this knowledge not applicable for most students.	1/18/2019 9:16 AM
5	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:09 AM
6	There are no consistent, clear, coherent standards in this strand. There is little to no way to fairly assess the thought processes and presentations students choose to create at the high school level. These standards will result in perpetuating the entitlement mindset our generation faces. Instead of the "everyone gets a trophy," attitude coaches are often required to have, art educators will be forced to develop an attitude of "everyone gets an A." If you can't reliably assess a standard, it will never result in a fair grade.	12/31/2018 10:42 PM

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

Answered: 25 Skipped: 3

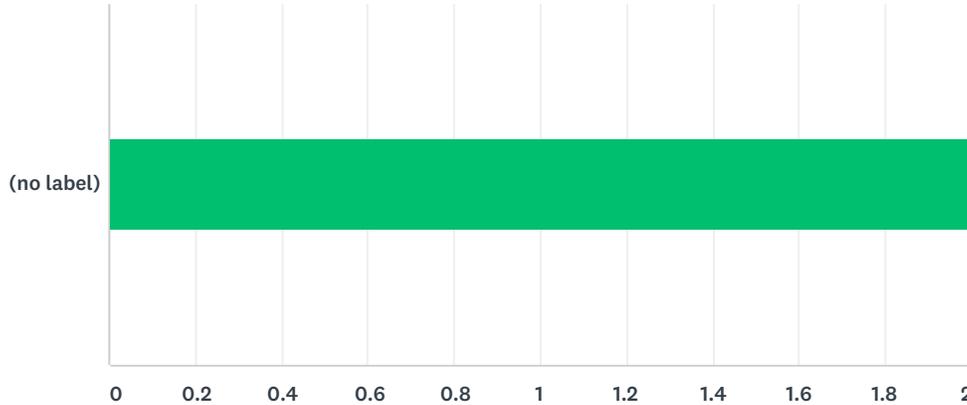


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	56.00%	16.00%	8.00%	20.00%	25	1.92
	14	4	2	5		

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Understandable	1/31/2019 11:17 PM
2	These standards are unrealistic and would be hard to explain to parents and other stakeholders. It would be hard for any to understand the importance of art venues when they do not have any in their community and then justify how their children are accountable and assessed over such things. Museums and galleries are wonderful but they are luxuries and students should not be punished for not having these experiences.	1/31/2019 10:47 PM
3	See bottom overall comment.	1/23/2019 6:53 PM
4	Not user friendly for parents.	1/18/2019 9:16 AM
5	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:09 AM
6	None of these standards are detailed enough to explain to parents and other stakeholders. I am an art educator, and I don't even understand them!	12/31/2018 10:42 PM

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

Answered: 26 Skipped: 2

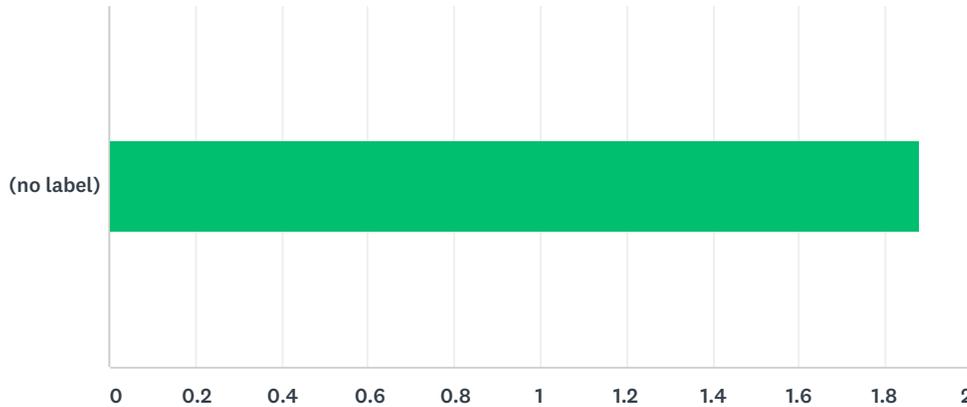


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.69% 15	7.69% 2	11.54% 3	23.08% 6	26	2.00

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	There is an overemphasis on the Presentation strand, and the minuscule differences between grade levels are often awkward, arbitrary, and forced. Many of these specific grade level targets should be deleted ("not assessed at this grade level.")	1/31/2019 11:17 PM
2	Although nice, a museum/gallery experience is not necessary to graduate or reach college.	1/31/2019 10:47 PM
3	See bottom overall comment.	1/23/2019 6:53 PM
4	Again if you are going into this field, yes. Otherwise not at all.	1/18/2019 9:16 AM
5	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used. These standards will not prepare the students for readiness upon graduation.	1/17/2019 9:09 AM
6	The standards included need more detailed requirements before I can definitively answer this question. At this point of the standard drafting, few of the proposed standards will result in college readiness.	12/31/2018 10:42 PM
7	Standards are very open ended and do not focus on any elements or principles.	12/7/2018 3:03 PM

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

Answered: 25 Skipped: 3



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	60.00% 15	12.00% 3	8.00% 2	20.00% 5	25	1.88

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards are ridiculous and not developmentally appropriate.	1/31/2019 10:47 PM
2	See bottom overall comment.	1/23/2019 6:53 PM
3	It encompasses it but is over the top.	1/18/2019 9:16 AM
4	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used. Living in a rural area, most of these standards will not reach the depth of knowledge that most of these students possess. These standards need to be more accurate and encompassing for all students to grasp.	1/17/2019 9:09 AM
5	These standards give schools and TEACHERS freedom. Teachers are able to develop and deliver content using their own strengths and the models of their schools.	1/16/2019 7:45 AM
6	The standards in this strand include very little art content.	12/31/2018 10:42 PM

Q8 Overall comments regarding the proposed standards for Visual Arts (Present)

Answered: 14 Skipped: 14

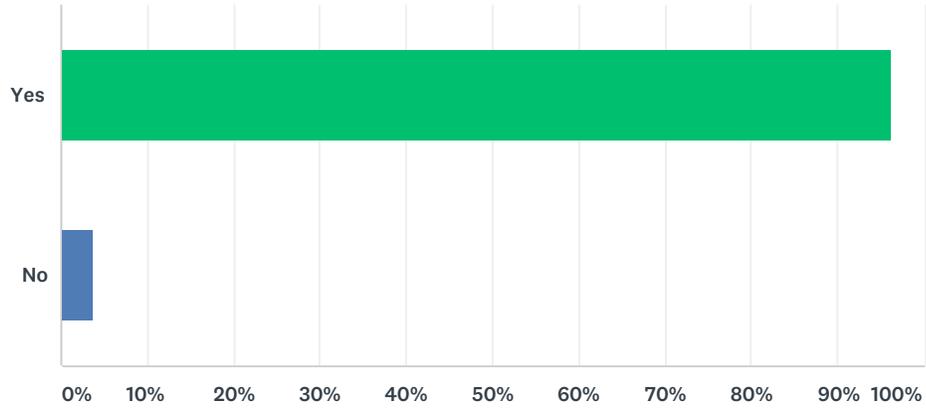
#	RESPONSES	DATE
1	There is an overemphasis on the Presentation strand, and the minuscule differences between grade levels are often awkward, arbitrary, and forced. Many of these specific grade level targets should be deleted ("not assessed at this grade level.") Others could be better if simplified into grade groupings (early elementary K-2, upper elementary 3-5, and the middle grades).	1/31/2019 11:17 PM
2	The standards in this strand are way inappropriate and ludicrous. They are not developmentally appropriate at all. How can you expect a five-year-old to explain the purpose of a portfolio or collection? or a fourth-grade student to: "Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats." These standards are ridiculous and not developmentally appropriate. These standards are unrealistic and would be hard to explain to parents and other stakeholders. It would be hard for any to understand the importance of art venues when they do not have any in their community and then justify how their children are accountable and assessed over such things. Museums and galleries are wonderful but they are luxuries and students should not be punished for not having these experiences. I believe these standards would prove to be hard to assess if not impractical and/or impossible. And how can we expect our students to understand art museums, galleries... differences and similarities, roles and responsibilities of people that work or visit there when many do not live near any art venues and have never been to one. I am not sure why we need to conform to 2014, National Art Core Standards. We want students to be independent thinkers yet we are trying to jump on the bandwagon and conform to some national objectives.	1/31/2019 10:47 PM
3	I feel as a whole, this strand is useless. It seems it is only here b/c it aligns with language arts standards. Most of these goals should be put with reflection or responding/interpreting--honestly i feel these standards all come down to: "plan your art, reflect on it (including how you want it perceived), and respond to other people's art" with no actual "meat" to give teachers or students any real guidance. Maybe make an Artistic Thinking strand that includes the planning, experimenting, reflecting, responding, presenting, and connecting; then the Create strand could be about specific skills and techniques to work with; and maybe a Historical strand--including artists, development of techniques, trends, styles, etc.. I feel that these standards as written are very language arts-based, and will only benefit TAB classes. Thinking about art is important, but it is only a part of it. We need specific objectives that lead to building of skills also. Otherwise I think we will unrestrain ourselves right out of education.	1/31/2019 5:04 PM
4	*This is an important area of the artistic process that our standards have been missing in the past. Presenting artwork is an important part of what it means to be an artist, and artistic thinker. Audience and viewer response is a key part of the artistic process!	1/31/2019 4:07 PM
5	Looks good, easy to follow.	1/30/2019 4:47 PM
6	The Present standards correspond with the notion that visual art connotes meaning. Visual art has an aboutness that is to be analyzed. The communication of meaning and ideas through presentation of work is an critical component of 21st century learning.	1/30/2019 4:27 PM
7	I made two comments in the Create section that pertain to all of the sections of the Visual Arts. I noted this with each comment.	1/30/2019 2:50 PM
8	Most standards in this strand will be hard for me personally to cover, quite honestly. I only see the students 40 times or so a year, so discussions and assessments over portfolios, distinguishing between materials and techniques for preparing artwork for presentation, analyzing exhibit space, etc. are going to make the kids want to NOT come to art class--they want to be moving, to make stuff! I think most of this strand is for high school level.	1/23/2019 6:53 PM
9	This is an area (present) that was lacking in our last GLE's. I like that these GLE's put emphasis on student led presentation of work. Definitely a skill students need to be college and career ready.	1/21/2019 10:44 AM
10	Total revision on this component is necessary.	1/18/2019 9:16 AM

Fine Arts Standards - Visual Arts - Present

11	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:09 AM
12	The new standards are too broad. They do not address the specific developmental skills I would expect to see in an exceptional Visual Arts program. I would encourage you to rewrite them.	1/16/2019 12:57 PM
13	These standards are not reliably testable.	12/31/2018 10:42 PM
14	After looking over the draft version of the standards for visual arts I have some feedback I would like to share. The new standards seem to be very vague and open-ended. This is good in that it offers teachers a lot of freedom but this also creates the situation that individual districts will need to write standards on top of the Missouri standards to determine actual skills that will be assessed in each grade level. For example, currently I know to teach overlap to third graders and converging lines to fifth graders (both skills in creating the illusion of space). With the new standards, I may choose to teach overlap in second grade and a colleague of mine in the same district could choose to do it in third or fourth. This creates an issue for common assessment and PLC time. This also creates an issue if students move from one district in Missouri to another. I also would like to see an increase in the rigor of the standards. I believe the foundation skills learned in elementary art class (elements of art) are vital to the development of our artists and our standards should reflect this. The vague and open-ended standards might better fit high school art standards.	12/17/2018 10:54 AM

Q9 Do you work or reside in Missouri?

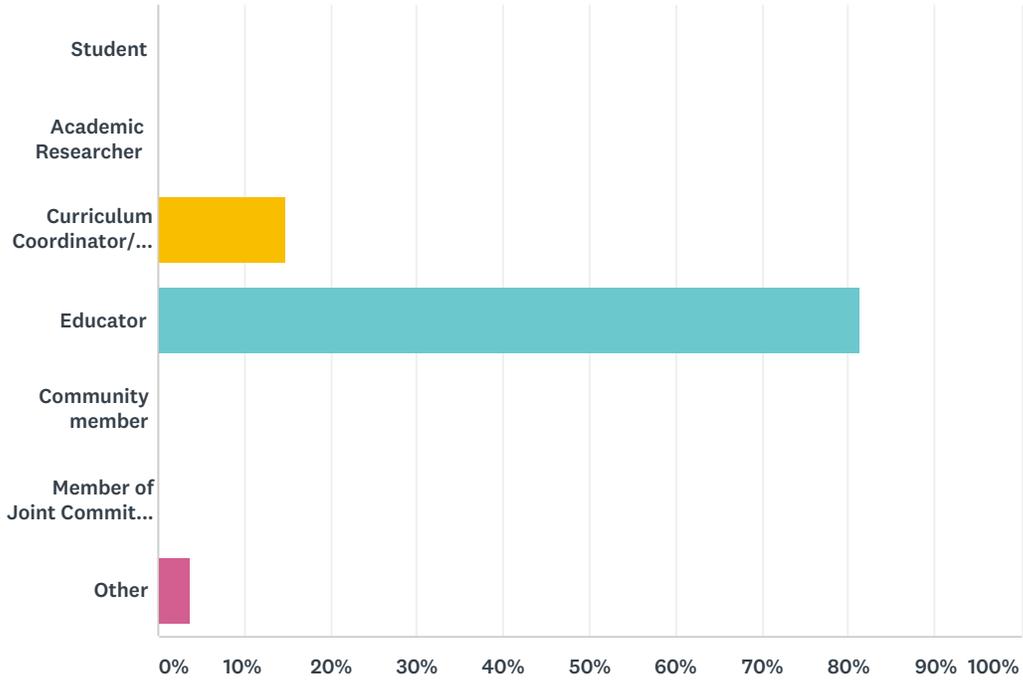
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	96.30%	26
No	3.70%	1
TOTAL		27

Q10 How might you define your relationship to Missouri schools?

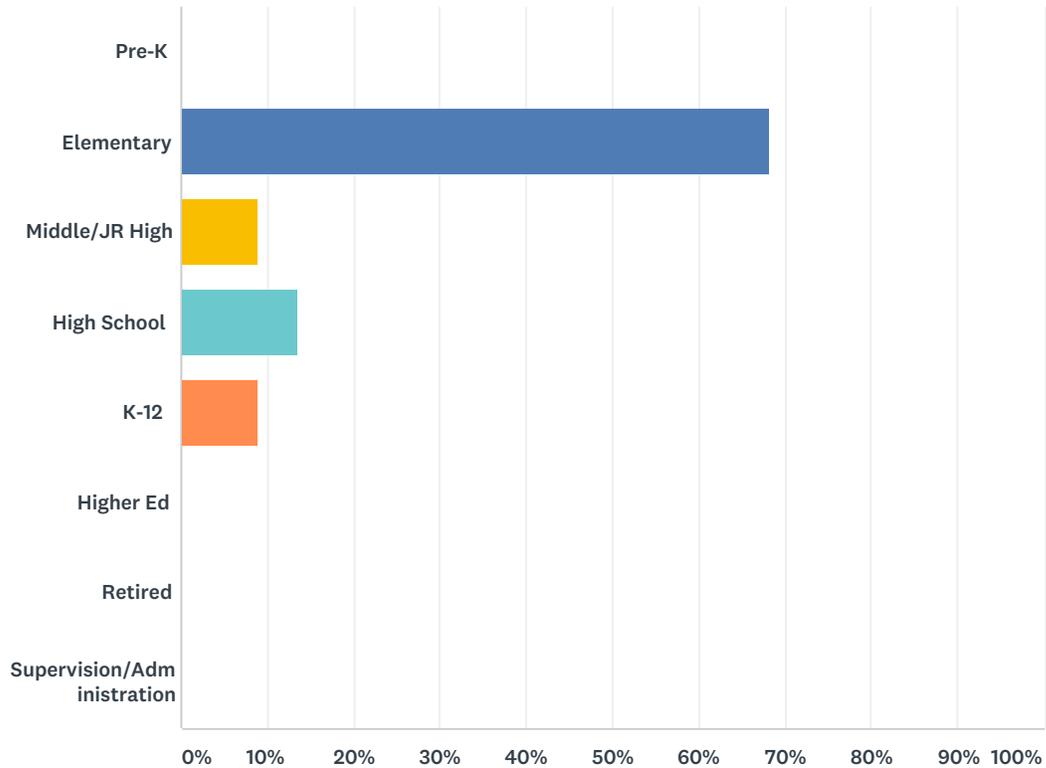
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	0.00%	0
Curriculum Coordinator/Specialist	14.81%	4
Educator	81.48%	22
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	3.70%	1
TOTAL		27

Q11 At what level of education are you associated?

Answered: 22 Skipped: 6

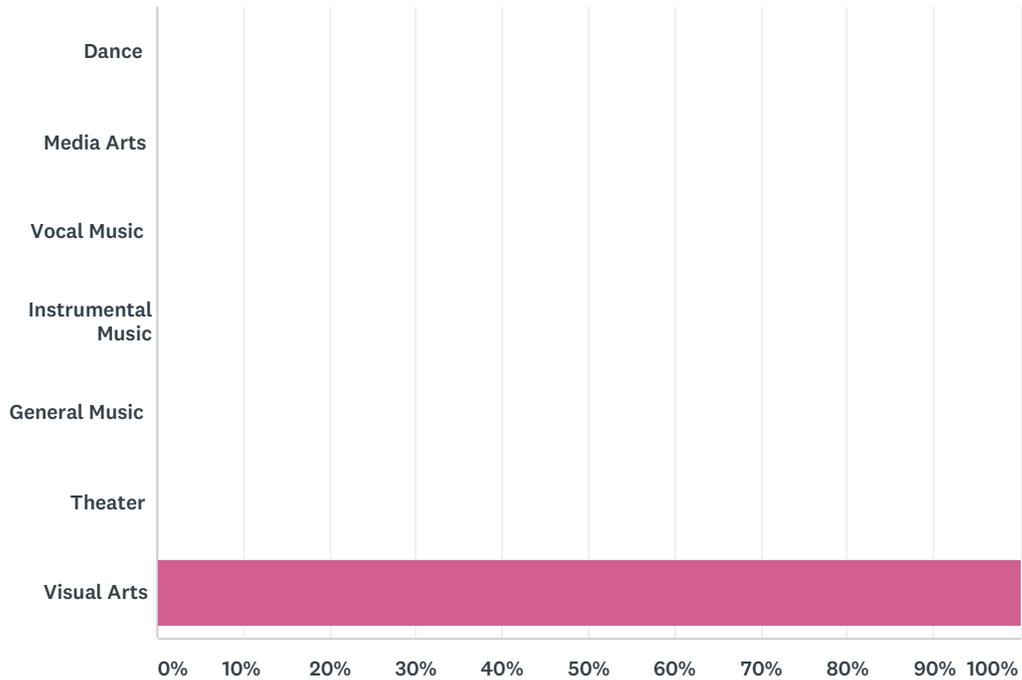


ANSWER CHOICES	RESPONSES
Pre-K	0.00% 0
Elementary	68.18% 15
Middle/JR High	9.09% 2
High School	13.64% 3
K-12	9.09% 2
Higher Ed	0.00% 0
Retired	0.00% 0
Supervision/Administration	0.00% 0
TOTAL	22

#	OTHER (PLEASE SPECIFY)	DATE
1	7-12 grade	1/31/2019 11:31 AM
2	Dd as a k-12 team	1/18/2019 9:17 AM

Q12 With what content area do you work?

Answered: 21 Skipped: 7



ANSWER CHOICES	RESPONSES
Dance	0.00% 0
Media Arts	0.00% 0
Vocal Music	0.00% 0
Instrumental Music	0.00% 0
General Music	0.00% 0
Theater	0.00% 0
Visual Arts	100.00% 21
TOTAL	21

#	OTHER (PLEASE SPECIFY)	DATE
1	and graphic design	1/31/2019 11:31 AM
2	administrator	1/16/2019 12:57 PM

Q13 What is your work or residential zip code?

Answered: 25 Skipped: 3

#	RESPONSES	DATE
1	64040	1/31/2019 11:18 PM
2	65804	1/31/2019 5:04 PM
3	63304	1/31/2019 4:07 PM
4	63630	1/31/2019 11:31 AM
5	63385	1/30/2019 4:47 PM
6	65583	1/30/2019 4:27 PM
7	63125	1/30/2019 2:51 PM
8	63101	1/29/2019 2:30 PM
9	63017	1/28/2019 5:54 PM
10	63105	1/28/2019 1:13 PM
11	64116	1/24/2019 7:52 AM
12	65401	1/21/2019 10:44 AM
13	64429	1/18/2019 9:17 AM
14	63901	1/17/2019 9:09 AM
15	63469	1/16/2019 12:58 PM
16	63143	1/16/2019 7:45 AM
17	64870	1/9/2019 12:23 PM
18	64468	1/6/2019 3:37 PM
19	65536	1/2/2019 2:10 PM
20	65536	1/2/2019 1:25 PM
21	65536	1/2/2019 1:16 PM
22	63937	12/31/2018 10:43 PM
23	64089	12/17/2018 10:54 AM
24	63123	12/12/2018 3:00 PM
25	63301	12/7/2018 3:03 PM

Q14 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 28

#	RESPONSES	DATE
	There are no responses.	

Q15 What is your current role at this institution?

Answered: 0 Skipped: 28

#	RESPONSES	DATE
	There are no responses.	

Q16 How long have you worked in higher education?

Answered: 0 Skipped: 28

 No matching responses.

ANSWER CHOICES	RESPONSES
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
TOTAL	0

Q17 List any current course(s) you teach:

Answered: 0 Skipped: 28

#	RESPONSES	DATE
	There are no responses.	

Q18 Name:

Answered: 0 Skipped: 28

#	RESPONSES	DATE
	There are no responses.	