

Mathematics Standards Public Comments

EXHIBIT #1

Date Submitted: September 11, 2017
(Art Marmorstein, Northern State University)

The "new" standards seen to be mostly the old Common Core standards without the Common Core label and with the Common Core numbers removed. Looks like there was some effort to fix the standards, but too many problems remain.

Standards should be clearly written, and, as much as possible, they should avoid jargon. Too much "Common Core" gibberish still here. Passages like the following could and should be rewritten:

"Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem."

I suspect that the adoption of Common Core math standards has really hurt SD students. It was very unfortunate that, at the same time CCSS were adopted, we scrapped the old testing system. It's impossible to correlate Smarter Balanced scores with the South Dakota STEP tests. Unfortunately, the ACT too was redesigned (and I assume re-scaled) with Common Core in mind.

I'd love to see a couple of South Dakota school districts administer the old STEP tests for a year or two just to see what's happened with overall math performance.

Also, our local school district has seen a major drop in the number of students taking Calculus at the high school level. Is this a state-wide trend? If so, is it CCSS-related?

EXHIBIT #2

Date Submitted: September 19, 2017
(Fred Assam 2nd Grade Teachers, Brandon Valley)

What proposed changes do you feel benefit South Dakota, and specifically students?
Adding identification and counting money in word problems. Identifying the shapes

EXHIBIT #3

Date Submitted: September 20, 2017
(Diane Way, Math Teacher and Dept. Chair - Mitchell Middle School)

I am very happy to see the standards separated for Algebra I and Algebra II. Specifying what is to be covered where, makes overlaps and gaps in instruction less likely and leads to deeper understanding and application of skills for students.

I am pleased that South Dakota teachers were consulted, and in fact, lead the revision process. Taking the Common Core standards and making them fit the needs of our South Dakota students and patrons.

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EXHIBIT #4

Date Submitted: September 20, 2017

(Jena Storm, 4th Grade Teacher, Robert Bennis Elementary, Brandon Valley School District)

I feel the standards that have been revised are more clear to understand and may be less wordy.

What proposed changes concern you? Please provide specific suggestions, references to specific standards and justification to improve the proposed change.

None, I feel the changes make sense.

EXHIBIT #5

Date Submitted: September 20, 2017

(Robert Bennis Elementary 2nd Grade Teachers, Brandon Valley School District)

We feel that actually teaching the value of coins is very important! Glad to see it added.

Does first grade also have a standard to teach coins and their values?

EXHIBIT #6

Date Submitted: September 20, 2017

(Robert Bennis Elementary 4th Grade Teachers, Brandon Valley School District)

The change in language in standards will help students' teachers better comprehend standards and lead instruction.

EXHIBIT #7

Date Submitted: September 20, 2017

(Fred Assam Elementary 4th Grade Teachers, Brandon Valley School District)

Some of the language is more age appropriate. Ex. The decomposing of fractions is clearer.

EXHIBIT #8

Date Submitted: September 20, 2017

(Fred Assam Elementary 1st Grade Teachers, Brandon Valley School District)

What proposed changes do you feel benefit South Dakota, and specifically students? Please provide specific examples from the standards?

Addition of a money standard

We would like clarification on fluency in addition facts.

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EXHIBIT #9

Date Submitted: September 20, 2017

(Beth Schaffer, Kimberly Moots, Erica Karl, Erin Lindner, Jerrid Van Sloten, Kindergarten Teachers, Brandon Valley School District)

Having the students recognize the coins will be helpful transitioning to the next grade.

KCC2, counting backwards within any number to 20 concerns us. We feel this will confuse the students when we are still learning to count to 100.

They are only 5 and maybe 6 years old. we feel adding more standards puts to much pressure on them at such a young age. Many of them are capable of doing these standards, but is it in the best interest of the child?

EXHIBIT #10

Date Submitted: September 20, 2017

(Fred Assam Elementary Kindergarten Teachers, Brandon Valley School District)

K.MD.4 We feel this is beneficial as it connects their learning to real life objects.

K.CC.2 We feel it is more appropriate, at this age, to count backwards from any number one to ten.

EXHIBIT #11

Date Submitted: September 20, 2017

(Brandon Elementary 3rd Grade Teachers, Brandon Valley School District)

3.NF.1- Like the examples they added to the standard

3.MD.9-Like the addition of teaching money as it is a life skill they will use

3.OA.7b- We understand the change but the adverbs listed in the parentheses seem unnecessary.

EXHIBIT #12

Date Submitted: September 20, 2017

(Robert Bennis Elementary 1st Grade Teachers, Brandon Valley School District)

Adding money standards to the first grade will benefit our students.

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EXHIBIT #13

Date Submitted: September 20, 2017

(Valley Springs Elementary 1st Grade Teachers, Brandon Valley School District)

What proposed changes do you feel benefit South Dakota, and specifically students? Please provide specific examples from the standards.

There is no time element associated with fluency
know from memory is not a standard

What proposed changes concern you? Please provide specific suggestions, references to specific standards and justification to improve the proposed change.

Using the big terms commutative, associative and additive identity - big words!

Wow - bringing back in money - will have to revise the scope and sequence for when the standards are to be used with money.

EXHIBIT #14

Date Submitted: September 20, 2017

(Brandon Elementary 1st Grade Teachers, Brandon Valley School District)

1.OA.5 We think the common wording of "count on" and "count back" is helpful for students and it keeps the wording consistent.

1MD5 We are concerned about adding money to our standards. We feel we do not have time to squeeze in another unit and take away from current standards.

EXHIBIT #15

Date Submitted: September 20, 2017

(Robert Bennis 3rd Grade Teachers, Brandon Valley School District)

We are happy to see there has been a standard on money added to third grade.

EXHIBIT #16

Date Submitted: September 20, 2017

(Valley Springs Elementary 4th Grade Teacher, Brandon Valley School District)

Clarifying and having consistency on any standard for all teachers is going to inevitably benefit students because their teachers will know exactly what to teach them. I think it is great that one standard was changed from fluency of multiplication facts in 4th grade, to memorization, just knowing that teaching 2 digit multiplication is going to be easier if kids already have their facts memorized.

Nothing concerns me thus far.

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EXHIBIT #17

Date Submitted: September 20, 2017

(Brandon Valley Elementary 2nd Grade Teacher, Brandon Valley School District)

We feel the addition of the identification and knowledge of the value of coins and bills will be beneficial for our students.

We don't see any concerns at this time.

EXHIBIT #18

Date Submitted: September 20, 2017

(Fred Assam Elementary 3rd Grade Teacher, Brandon Valley School District)

The changes made it clear with consistent wording/vocab. between grade levels.

We did not have concerns with the changes, but would like to see counting coins added to 3rd grade standards.

EXHIBIT #19

Date Submitted: September 20, 2017

(Robert Bennis Elementary Kindergarten Teacher, Brandon Valley School District)

We like that money and possibly time are returning!!

Some of the proposed changes are not part of our current curriculum. We will need to supplement.

EXHIBIT #20

Date Submitted: September 20, 2017

(Valley Springs Elementary Kindergarten Teacher, Brandon Valley School District)

K.CC.2 I like that the added piece to this standards of counting backwards beginning from any given number within 20.

K.OA.2 This standard is also more specific and helpful. the examples that it give now off more ideas and options on how to measure but also ensuring that the standard is more comprehensive.

K.MD.4 I like that money is brought back into our standards. Money is something that even kindergartners use and is relevant in their lives it can be a great tool to learn, because I think they are ready for it. I will go into my concern in next question.

K.MD.4 I think the money is a great addition, I just don't think that it is rigorous enough. I think that they could add in labeling of the coins.

K.OA.5 Adding and subtracting fluently to 5. I think could be more rigorous when you look at the expectation for K.OA.2a with the story problems within 10. I think they could make the previous standard more rigorous.

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EXHIBIT #21

Date Submitted: September 20, 2017

(Wanda Logan, 2nd Grade Classroom Teacher, Valley Springs Elementary, Brandon Valley School District)

I agree that students need to be able to identify and count coins before being able to solve words problems. Students will need the foundation of this skill in order to be successful with problem solving.

I do not have any concerns.

EXHIBIT #22

Date Submitted: September 21, 2017

(Brandon Elementary 4th Grade Teacher, Brandon Valley School District)

The stressed importance of knowing math facts, will not only benefit students in 4th grade but also in the grades after.

Taking away the visual fraction model, this is a great asset to the students who need visualization to make connections when studying fractions.

The more examples you can give us on the standard, the less interpretation on our end on what the standard is asking.

EXHIBIT #23

Date Submitted: September 22, 2017

(Diane Wimp, Instructional Coach/Learning Lab Teacher, Rapid City Area Schools)

The standards for mathematical practice are critical to helping students become proficient mathematicians. These eight practices are what people who are "good at math" naturally do, but anyone can learn these behaviors. They are also skills that will help students with real life tasks.

What proposed changes concern you? Please provide specific suggestions, references to specific standards and justification to improve the proposed change.

None

The standards have a progression that makes sense for students. Each year's standards build on the year before.

EXHIBIT #24

Date Submitted: September 27, 2017

(5th Grade Math Teacher, Brandon Valley Intermediate School, Brandon Valley School District)

Taking brackets and braces out of 5.OA.1 will make order of operations easier to understand and work with.

We are confused on 5.NF.1 whether or not we need to have students simplify fractions?

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EXHIBIT #25

Date Submitted: September 27, 2017

(Brandon Valley High School Geometry Teachers Bailey, Carroll, and Presler, Brandon Valley School District)

We feel the clarifications will benefit SD by making the standards easier to understand and apply. BVHS was already implementing the updates for the standards that were modified.

What proposed changes concern you? Please provide specific suggestions, references to specific standards and justification to improve the proposed change.

None.

EXHIBIT #26

Date Submitted: September 27, 2017

(Rebecca Van Roekel, 6th Grade Math Teacher, Brandon Valley Intermediate School, Brandon Valley School District)

6.G.2 Using the big "B" versus the smaller "b" is an improvement because it designates the area of the base.
6.SP.3 We like the clarification between measures of center and variability.

6.EE.8 The wording of "use of condition or constraint" - possibly provide an example to designate meaning.

For the most part, we believe that the revised changes are for the benefit of the educators and the students. They provide consistency and clarity among different schools.

EXHIBIT #27

Date Submitted: September 27, 2017

(Chris White, Brandon Valley High School Teacher, Brandon Valley School District)

Clarification of language will help streamline instruction. Moving some objectives to later courses will allow Algebra 1 students to spend more time and learn remaining objectives in greater depth. For example, moving "seeing structure in expressions" to the fourth year.

It is difficult to fit all of the Algebra 1 standards into the school calendar given our current student population. Specifically the standards related to Statistics and Probability, "Interpreting Categorical and Quantitative Data" have not been taught or learned in Algebra 1 in several years.

EXHIBIT #28

Date Submitted: September, 27, 2017

(Kelsey Hoff, Brandon Valley Middle School Teacher, Brandon Valley School District)

I love to see consistent math language across the standards. I appreciate that the state is pushing for all schools to have consistent language and standards aligned to common core standards.

EXHIBIT #29

Date Submitted: September 27, 2017

(Molly Ring, Brandon Valley Middle School Math Teacher, Brandon Valley School District)

I like that the language is consistent.

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EXHIBIT #30

Date Submitted: September 27, 2017

(Brandon Valley High School Algebra 2 Teachers Bailey, Garrow, Haiar, Brandon Valley School District)

Clarifying the vocabulary helps us better understand how to enhance the students learning and knowledge of the content taught in Algebra 2.

What proposed changes concern you? Please provide specific suggestions, references to specific standards and justification to improve the proposed change.

None at this time. I feel just clarifying the vocabulary and moving some standards to the fourth level will help address all the standards in Algebra 2 and give the students the appropriate amount time for full understanding.

EXHIBIT #31

Date Submitted: September 27, 2017

(Allen Hogie, Brandon Valley High School Mathematics Teacher, Brandon Valley School District)

In year 4, having a variety of standards to choose from to design a curriculum allows a school district to tailor instruction to fit the needs of its students and future coursework.

The standards have really been clarified.

EXHIBIT #32

Date Submitted: November 14, 2017

(Allen Hogie, President of the South Dakota Council of Teachers of Mathematics)

I am writing this letter in support of the proposed South Dakota State Mathematics Standards. I have been involved in writing and revising content standards since 1992 when South Dakota began writing its own Mathematics and Science Benchmarks. Our current state standards have evolved over time and represent what we believe our students should know and be able to apply in the real world. They provide a base of rich, complex subject matter that can be used to promote student learning across a wide variety of developmental levels. The standards also promote higher-order thinking skills which in turn allows students to pose questions and solutions beyond the curriculum being taught.

The proposed South Dakota State Mathematics Standards have been written and revised by teachers who are committed to their students and their learning. These professionals think systematically about their teaching practices, know their subject material, and know how to teach their students using best teaching practices.

The proposed South Dakota State Mathematics Standards will positively impact student learning in our state for years to come.

Allen Hogie, President

South Dakota Council of Teachers of Mathematics

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EXHIBIT #33

Date Submitted: January 10, 2018

(Nick, McGeehon, 5th Grade Teacher, Rapid City Area Schools)

I thought that the multiplication standard 5.NBT.5 brought a lot of clarification in defining what would make proficient for the standard. That students can do a any sort of algorithm to be proficient and not just the "standard algorithm."

I think that 5.NBT.7 is too broad of a standard. I feel as the standard should be broken apart. Add and subtract decimals together, and multiply and divide decimals as another standard.