

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role             | Refinement Note              | Category/ Theme  |
|------------|-----------|----------|-----------|-----------------|--|------------------|------------------------------|------------------|
| 50         | X         |          |           | Agree           | The "critical areas" expresses the overall picture of what the standards include to guide teachers in their instruction to help students achieve the necessary skills for success. It is a well written synopsis of what a student will need to learn.   | K-12 Teacher     | Not actionable               | General Support  |
| 58         | X         |          |           | Agree           | 1st Grade Only.  | K-12 Teacher     | Unsure of intent of comment. | Not Actionable   |
| 61         |           | X        |           | Agree           | Look the same. I didn't read them all.   | Community        | Not actionable               | Not Actionable   |
| 62         |           | X        |           | Agree           | Look the same. I didn't read them all.   | Community Member | Not actionable               | Not Actionable   |
| 67         |           |          | X         | Agree           | NO MORE COMMON CORE!!  | Community Member | Not actionable               | Not Actionable   |
| 71         | X         |          |           | Agree           | Except for the problem stated above, this is an improved document. Thanks to all who put this together. Again, I only reviewed the standards through 6th grade. The degree of abstractness is an issue with some concepts at some grade levels.  | Retired Educator | Not actionable               | General Support  |
| 72         | X         |          |           | Agree           | Except for the problem stated above, this is an improved document. Thanks to all who put this together. Again, I only reviewed the standards through 6th grade. The degree of abstractness is an issue with some concepts at some grade levels.  | Retired Educator | Not actionable               | General Support  |
| 76         | X         |          |           | Agree           | Getting better. But there are problems.  | Retired Educator | Not actionable               | General Support  |
| 89         | X         |          |           | Agree           | I agree, however, this standard pertaining to measures of variation and statistical analysis is both unnecessary and developmentally inappropriate: " measures of variability (interquartile range and/or mean absolute deviation)" I have been a 6th grade teacher for 11 years, and this age group does not need to be analyzing data sets to this degree of depth and complexity. Measures of center, shape, trends, and a basic understanding of outliers and their impact are more than sufficient. | K-12 Teacher     | Content Specific - 6th Grade | Content Specific |

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| 90         | X         |          |           | Agree           | I think that the progression of fluency was clarified, time progressions were needed, and money standards and progressions were needed. Students in third grade are coming to us deficient in money concepts-counting money, etc. I also really like how you made the mathematical practices understandable and they give teacher friendly explanations of each. Great! The only thing that I did not see was the chart at the end with all the types of word problems that can be developed at the grade levels  | K-12 Teacher       | The time and money progressions are located in the Executive Summary.                                      | General Support  |
| 91         | X         |          |           | Agree           | I think that the progression of fluency was clarified, time progressions were needed, and money standards and progressions were needed. Students in third grade are coming to us deficient in money concepts-counting money, etc. I also really like how you made the mathematical practices understandable and they give teacher friendly explanations of each. Great! The only thing that I did not see was the chart at the end with all the types of word problems that can be developed at the grade levels  | K-12 Teacher       | The time and money progressions are located in the Executive Summary.                                      | General Support  |
| 94         | X         |          |           | Agree           | I guess this is more of question rather than a comment: Is pattern included at any grade levels? I looked through the Kindergarten and did not see this standard and yet, I feel that students who are able to identify, site and describe patterns are able to transfer this thinking to numbers and that aids students in being able to used logical and reasoning.<br><br>I very much agree with the addition of time and money in the progression. <del>Need financial standards added to older grades!</del> | K-12 Administrator | Patterns are addressed in the Standards for Mathematical Practice #7 - Look for and make use of structure. | Content Specific |
| 95         | X         |          |           | Agree           | Pro: Separation of standards from curriculum.<br>Con: Removal of many important statistics standards from Algebra   | K-12 Teacher       | Content Specific - High School   | Content Specific |
| 104        |           | X        |           | Agree           | They seem clearer.  | K-12 Teacher       | NA   | General Support  |
| 112        | X         |          |           | Agree           | Once again, I only read third grade. The changes were so subtle, mostly the coding/number of the standard. This does not necessarily improve the standards.   | K-12 Teacher       | NA   | General Support  |

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| 121        | X         |          |           | Agree           | I think it still needs work as it leaves too much room for interpretation of what the writer is saying. They say KIS(Keep it simple) is the best model when wanting everyone to follow directions. Many of the standards are not easily interpreted creates the vast differences in teaching. This leads to some schools passing and other left in the dust. A standard should be written in away that everyone from a 1st-year teacher to a retiring teach achieves the same goal.                     | K-12 Teacher       | NA              | Examples                          |
| 122        | X         |          |           | Agree           | The draft is an improvement. The content requirements for Algebra I and Algebra II where exceptionally difficult to meet. The breadth of topics covered was simply more than could be taught over the course of a school year and there was a significant need to move some items out of those courses to allow time to focus more on topics that have leverage and promote next course readiness. I believe that the shifting of several standards to the plus category greatly improves the content.  | K-12 Teacher       | NA              | Content Specific - Algebra I & II |
| 126        | X         |          |           | Agree           | I like that you separated out time and money from measurement, however I am confused. For the last few years we have not taught coins in first grade, are we adding them back in again? If so, please consider OMITTING the quarters. We do so much work with ones, tens, hundreds that asking them to count by 25's is always confusing. We can name them and know they are worth 25 cents (as written on your standard) but when asked to count them the first graders become very confused.          | K-12 Teacher       | NA              | Time and Money                    |
| 130        |           | X        |           | Agree           | It is better to read and easy to understand   | Other              | NA              | General Support                   |
| 172        | X         |          |           | Agree           | I believe the work done by the Mathematics Workgroups was thorough and extremely detailed. The focus on clarity, cognitive demand, and making the standards measurable was a good idea. There needs to be high levels of cognitive demand to maintain a level of complexity for all of our students. We need to be at a depth of knowledge level three and four where we are encouraging strategic and extended thinking in our daily instruction. This is paramount for the high expectations we have. | K-12 Administrator | NA              | General Support                   |

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| 173        | X         |          |           | Agree           | I believe the work done by the Mathematics Workgroups was thorough and extremely detailed. The focus on clarity, cognitive demand, and making the standards measurable was a good idea. There needs to be high levels of cognitive demand to maintain a level of complexity for all of our students. We need to be at a depth of knowledge level three and four where we are encouraging strategic and extended thinking in our daily instruction. This is paramount for the high expectations we have. | K-12 Administrator   | NA              | General Support                  |
| 182        | X         |          |           | Agree           | The 2016 Arizona DRAFT of the Mathematics Standards is an improvement due to the added explicit details that have been added.   | K-12 Teacher         | NA              | General Support                  |
| 183        | X         |          |           | Agree           | The format is easy to read and understand. It would be helpful to have examples for each standard. This is especially true for new teachers, and teachers that are new to a grade level.  | K-12 Teacher         | NA              | General Support, Examples Needed |
| 184        | X         |          |           | Agree           | These standards are very good. However, my main concern is not necessarily the standards, but the curriculum that came with common core. The curriculum, the methods of teaching and "learning" all of that changed with common core - even though they were sold as "only standards". Even if the state changes the standards to something completely different than common core, if the teachers aren't given curriculum then they'll continue to use the garbage that common core gave.              | K-12 Parent/Guardian | NA              | General Support                  |
| 186        | X         |          |           | Agree           | Again, it appears more clarification was done than anything. High school math standards have changed the most but I didn't see any red flags.   | K-12 Administrator   | NA              | General Support                  |
| 187        | X         |          |           | Agree           | Clear as written.   | K-12 Teacher         | NA              | General Support                  |
| 189        | X         |          |           | Agree           | It seems a lot of work was put into creating more user friendly standards as well as a more concise and rigorous wording.   | K-12 Teacher         | NA              | General Support                  |
| 193        | X         |          |           | Agree           | The standards are more specific, but I would still like to see a problem 'set' (5 questions per standard?) made available to help teachers understand the rigor level expected for each standard.   | K-12 Teacher         | NA              | General Support - Examples       |
| 222        | X         |          |           | Agree           | I kind of missed some of the examples.  | K-12 Parent/Guardian | NA              | General Support - Examples       |

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| 226        | X         |          |           | Agree           | <p>I am a 7th grade math teacher. Those are the only standards I've read.</p> <p>I would like to know what formulas students will be expected to know how to use and what formulas students are expected to have memorized. This was never made clear in the current standards.</p> <p>I would also like to see several sample problems so that the difficulty level of the standard can be determined. Many examples are helpful!</p> | K-12 Teacher         | Content Specific 7th grade | Examples                |
| 243        | X         |          |           | Agree           | Again I feel we just meet the median standard compared to the nation as a whole.   | K-12 Parent/Guardian | NA                         | NA                      |
| 252        | X         |          |           | Agree           | I feel that it is almost the same.   | K-12 Teacher         | NA                         | General Support         |
| 254        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 255        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 256        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 257        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 258        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 259        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 260        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 261        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |
| 262        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA                         | General Support - Money |

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| 263        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 264        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 265        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 266        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 267        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 268        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 269        | X         |          |           | Agree           | I'm pleased that we will teach about money values like it has been taught in the past.   | K-12 Teacher         | NA              | General Support - Money     |
| 275        | X         |          |           | Agree           | More requirements (i.e. money) and more complexity in division was notable. Again, no leveling was done to make standards more developmentally appropriate.                  | K-12 Teacher         | NA              | Developmentally Appropriate |
| 279        | X         |          |           | Agree           | Would like to see things explained as compared to real world experiences... When I explain math problems to the kids like that they seem to get it and sticks in their head. | K-12 Parent/Guardian | NA              | Examples                    |
| 280        | X         |          |           | Agree           | Would like to see things explained as compared to real world experiences... When I explain math problems to the kids like that they seem to get it and sticks in their head. | K-12 Parent/Guardian | Non Actionable  | General Support             |
| 281        | X         |          |           | Agree           | Would like to see things explained as compared to real world experiences... When I explain math problems to the kids like that they seem to get it and sticks in their head. | K-12 Parent/Guardian | Non Actionable  | General Support             |
| 284        | X         |          |           | Agree           | I am an engineer and am so grateful Common Core is gone. That math would have ruined any chance of success for my children.  | K-12 Parent/Guardian | Non Actionable  | General Support             |

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| 285        | X         |          |           | Agree           | I am an engineer and am so grateful Common Core is gone. That math would have ruined any chance of success for my children.  | K-12 Parent/Guardian | Non Actionable  | General Support               |
| 286        | X         |          |           | Agree           | While I like most of the changes I still think standard deviation is misplaced in algebra 1 and should be placed in algebra 2.   | K-12 Teacher         | Non Actionable  | Content Specific - Algebra1&2 |
| 287        | X         |          |           | Agree           | While I like most of the changes I still think standard deviation is misplaced in algebra 1 and should be placed in algebra 2.   | K-12 Teacher         | Non Actionable  | Content Specific - Algebra1&2 |
| 307        | X         |          |           | Agree           | Please increase Place value above Ten for 3rd grade. This is way low compare to other places in world.<br>Examples like 12.86 , 812.36 etc..<br>Increase the fractions upto 100. 8 is the maximum number in both current draft version 2016 and Arizona Standards 2010.<br>Measurement looks good.<br>I didn't get clear idea what has been revised with Geometry in new Standards. 2010 explained in details but the current 2016 draft is not clear. | K-12 Parent/Guardian | Non Actionable  | General Support               |
| 370        | X         |          |           | Agree           | Not that dramatic of a change to me. Would like to see using a ruler in measuring for first grade. Like the additional aspects of money back in.   | K-12 Teacher         | Non Actionable  | General Support Money         |
| 373        | X         |          |           | Agree           | I'm pleased that the integrity of the 2010 standards were kept in tact. I strongly agree with the new narrative definitions for the mathematical practice standards. These have revolutionized how students approach solving complex mathematical problems/situations. I don't object to time and money being added as standards. The "P" (plus) standards are an innovative addition that will benefit our advanced students.                         | K-12 Administrator   | Non Actionable  | General Support               |
| 406        | X         |          |           | Agree           | I did not feel that the standards needed to be updated, but the changes that were made are positive. I highly encourage the state to finalize these standards to help teachers know what they need to teach.   | K-12 Administrator   | Non Actionable  | General Support               |

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| 442        | X         |          |           | Agree           | 6.NS.B.2 The algorithm for long division needs to be introduced in 4th grade with a 1 digit divisor and a 2 digit dividend. (Don't use Big 7, because it doesn't work with decimals later!) Same algorithm with 2 digit divisor and 3 digit dividend should be continued practice in 5th grade so that by the time students are dividing fractions and calculating percentages and decimals in 6th, they are not STRUGGLING with 1st quarter concepts.<br><br>6.NS.C8 introduce 4 quadrant "visibility" sooner. | K-12 Teacher         | Non Actionable  | General Support<br>Content Specific - Grade 6 |
| 589        | X         |          |           | Agree           | I recognize how much clarity the fluency and money standards will bring to teachers and fill the linear progression of standards from before. As a parent, these standards also make sense to me.   | K-12 Administrator   | Non Actionable  | Content Specific - Money                      |
| 590        | X         |          |           | Agree           | I support these standards   | K-12 Parent/Guardian | Non Actionable  | General Support                               |
| 591        | X         |          |           | Agree           | I support these standards   | K-12 Teacher         | Non Actionable  | General Support                               |
| 594        | X         |          |           | Agree           | Some standards are easier to read and less "wordy" in a lot of cases. The lack of explanations and examples is concerning.  | K-12 Parent/Guardian | Non Actionable  | General Support<br>Examples                   |
| 597        | X         |          |           | Agree           | I like that money has been added.   | K-12 Teacher         | Non Actionable  | Content Specific - Money                      |
| 598        | X         |          |           | Agree           | I like that money has been added.   | K-12 Teacher         | Non Actionable  | Content Specific -                            |
| 599        | X         |          |           | Agree           | I agree with the changes and think they will be an improvement.   | K-12 Teacher         | Non Actionable  | General Support                               |
| 600        | X         |          |           | Agree           | I agree with the changes and think they will be an improvement.   | K-12 Teacher         | Non Actionable  | General Support                               |
| 601        | X         |          |           | Agree           | It is an improvement over the current standards. It is easier to locate information.  | K-12 Teacher         | Non Actionable  | General Support                               |
| 603        |           | X        |           | Agree           | I agree with the changes and would like it to be adopted  | K-12 Student         | Non Actionable  | General Support                               |
| 604        |           | X        |           | Agree           | I agree with the changes and would like it to be adopted  | K-12 Student         | Non Actionable  | General Support                               |
| 620        | X         |          |           | Agree           | it is better  | K-12 Teacher         | Non Actionable  | General Support                               |
| 633        | X         |          |           | Agree           | This draft helps clarify the standards and make them clearer for educators to understand.   | K-12 Teacher         | Non Actionable  | General Support                               |



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| 636        | X         |          |           | Agree           | Using the common core helps a variety of students to understand.   | K-12 Teacher       | Non Actionable                   | General Support                                |
| 642        | X         |          |           | Agree           | After reading the draft, I found that there were a few minor improvements but also some questionable choices. I do like most of the minor wording changes. I am concerned about removing square root and cube root functions from Algebra 1. Mostly I am concerned about scattering clusters of probability standards in every course. The whole point of the AZCCRS is for students to work deeply into content and by scattering the standards, you are working against the spirit of the current standards. | K-12 Administrator | Non Actionable                   | General Support<br>Content Specific - Algebra1 |
| 658        | X         |          |           | Agree           | I like the "Critical Areas" section.   | K-12 Administrator | General comment. Not actionable. | General support                                |
| 679        | X         |          |           | Agree           | New to teaching teacher, new to 6th grade. It appears improved but as with all things, language can always be reviewed for clarity and accuracy.   | K-12 Teacher       |                                  |  |
| 686        | X         |          |           | Agree           | Money identification was a great addition.   | K-12 Teacher       |                                  |  |
| 726        | X         |          |           | Agree           | I think it's a great idea to teach money to first graders again. The standards are almost identical to 2010 standards.   | K-12 Teacher       |                                  |  |
| 729        | X         |          |           | Agree           | Easy to follow.  | K-12 Teacher       |                                  |  |
| 744        | X         |          |           | Agree           | added money  | K-12 Teacher       |                                  |  |
| 747        | X         |          |           | Agree           | added money  | K-12 Teacher       |                                  |  |
| 749        | X         |          |           | Agree           | added money  | K-12 Teacher       |                                  |  |
| 750        | X         |          |           | Agree           | added money  | K-12 Teacher       |                                  |  |
| 784        | X         |          |           | Agree           | Some unnecessary information is take out.  | K-12 Teacher       |                                  |  |
| 786        | X         |          |           | Agree           | Some unnecessary information is take out.  | K-12 Teacher       |                                  |  |
| 828        | X         |          |           | Agree           | I am happy to see that telling time and counting money are part of the standards. These skills are often not mastered by third grade and students need to master this skills.  | K-12 Teacher       |                                  |  |
| 829        | X         |          |           | Agree           | I feel time and money should be in the curriculum as it was added in to the draft.   | K-12 Teacher       |                                  |  |
| 830        | X         |          |           | Agree           | yes I was glad to telling time and money were added back.  | K-12 Teacher       |                                  |  |
| 831        | X         |          |           | Agree           | I feel time and money should be in the curriculum as it was added in to the draft.   | K-12 Teacher       |                                  |  |

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| 996        | X         |          |           | Agree           | I feel teachers, overall need to be able to pace their curriculum at their students' level of readiness. I understand that this is just the standards, but it also serves as a de facto pacing guide/yearly content coverage guide. More example problems would be a nice addition so teachers could have a clearer picture of what exactly needs to be shown to students would be helpful.   | K-12 Teacher |                 |                 |
| 1003       | X         |          |           | Agree           | I use these standards everyday. Please do not let the superintendent abolish the current standards. She has never been a certified teacher and has no professional experience as a public school teacher. Would there ever be a non-doctor surgeon general? No. Please give the same standard to education and listen to the professionals who use these standards everyday. It is important that we keep these standards so we don't fall even further behind in state ranking.                                  | K-12 Teacher |                 |                 |
| 1004       | X         |          |           | Agree           | I use these standards everyday. Please do not let the superintendent abolish the current standards. She has never been a certified teacher and has no professional experience as a public school teacher. Would there ever be a non-doctor surgeon general? No. Please give the same standard to education and listen to the professionals who use these standards everyday. It is important that we keep these standards so we don't fall even further behind in state ranking.                                  | K-12 Teacher |                 |                 |
| 1005       | X         |          |           | Agree           | I have only read the 3rd grade since it pertains to me and I'm familiar with it. Not a lot has changed. Some that has changed left me questioning why it changed. Many of the new standards are basically another standard that has been split into two. It seems silly to me to change it when really one standard is just a "sub objective" to get to the other. Basically the change in the fluency standards for addition/subtraction and multiplication/division are unnecessary to me. We do both together. | K-12 Teacher |                 |                 |

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| 1046       | X         |          |           | Agree           | 3.OA.A3 needs additional clarification for multiplying number such as within 100 otherwise it might be taken further than expected. 3.MD.C8 needs additional clarification such as perimeter with different lengths to unsure all teachers covering the same depth within the standard. 3.MD.C9 Referenced Table 1 - no example included 3.G.A1 needs to explain how far to go with the shapes. 3.MD.A.3 Parameters need to be set for units in metric to be utilized                      | K-12 Teacher |                 |                 |
| 1047       | X         |          |           | Agree           | There are are some things in the standards that could use some additional clarification. 3.OA.A3 a clarification needs to be added for multiplying numbers such as "within 100" otherwise some might take it farther than expected.3.MD.C.8 needs more clarification such as same perimeter/different area to ensure all teachers are covering the same depth with in the standard. 3.MD.C9 Referenced table 1-no example included. 3.GA.1 needs to explain how far to go with the shapes. | K-12 Teacher |                 |                 |
| 1048       | X         |          |           | Agree           | There are are some things in the standards that could use some additional clarification. 3.OA.A3 a clarification needs to be added for multiplying numbers such as "within 100" otherwise some might take it farther than expected.3.MD.C.8 needs more clarification such as same perimeter/different area to ensure all teachers are covering the same depth with in the standard. 3.MD.C9 Referenced table 1-no example included. 3.GA.1 needs to explain how far to go with the shapes. | K-12 Teacher |                 |                 |
| 1049       | X         |          |           | Agree           | There are are some things in the standards that could use some additional clarification. 3.OA.A3 a clarification needs to be added for multiplying numbers such as "within 100" otherwise some might take it farther than expected.3.MD.C.8 needs more clarification such as same perimeter/different area to ensure all teachers are covering the same depth with in the standard. 3.MD.C9 Referenced table 1-no example included. 3.GA.1 needs to explain how far to go with the shapes. | K-12 Teacher |                 |                 |

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| 1050       | X         |          |           | Agree           | There are are some things in the standards that could use some additional clarification. 3.OA.A3 a clarification needs to be added for multiplying numbers such as "within 100" otherwise some might take it farther than expected.3.MD.C.8 needs more clarification such as same perimeter/different area to ensure all teachers are covering the same depth with in the standard. 3.MD.C9 Referenced table 1-no example included. 3.GA.1 needs to explain how far to go with the shapes. | K-12 Teacher |                 |                 |
| 1051       | X         |          |           | Agree           | There are are some things in the standards that could use some additional clarification. 3.OA.A3 a clarification needs to be added for multiplying numbers such as "within 100" otherwise some might take it farther than expected.3.MD.C.8 needs more clarification such as same perimeter/different area to ensure all teachers are covering the same depth with in the standard. 3.MD.C9 Referenced table 1-no example included. 3.GA.1 needs to explain how far to go with the shapes. | K-12 Teacher |                 |                 |
| 1064       |           |          | X         | Agree           | this is not my area of expertise ... I choose not to weigh in but the website will not let me simply comment on ELA. Sorry.  | K-12 Teacher |                 |                 |
| 1073       | X         |          |           | Agree           | The improvements will help in moving the AZ students forward in a positive direction.  | K-12 Teacher |                 |                 |
| 1074       | X         |          |           | Agree           | The improvements will help in moving the AZ students forward in a positive direction.  | K-12 Teacher |                 |                 |
| 1076       | X         |          |           | Agree           | Standard 4.NBT.A.1 is a better explanation than the 2010 version.  | K-12 Teacher |                 |                 |
| 1077       | X         |          |           | Agree           | AZ.4.OA.A.3.1 I agree that this standard should be removed-4th grade has progressed beyond the use of counting in multiplication.  | K-12 Teacher |                 |                 |
| 1083       | X         |          |           | Agree           | The benefit of the new standards is that it delineates Alg1, Geo and Alg2 standards.One big problem that needs to be addressed is G -  | K-12 Teacher |                 |                 |
| 1206       | X         |          |           | Agree           | I approve of these standards as written.   | K-12 Teacher |                 |                 |
| 1209       | X         |          |           | Agree           | I agree it is improved, however I did like the examples provided for personal use.   | K-12 Teacher |                 |                 |
| 1210       | X         |          |           | Agree           | So many objectives, but this lays them out clearly.  | K-12 Teacher |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 1211       | X         |          |           | Agree           | I agree it is improved, however I did like the examples provided for personal use.  | K-12 Teacher         |                 |                 |
| 1212       | X         |          |           | Agree           | Removing examples that limited the standard is appropriate. Revising the standards relating to money for 1st-3rd grade was appropriate.   | K-12 Teacher         |                 |                 |
| 1213       | X         |          |           | Agree           | Removing examples that limited the standard is appropriate. Revising the standards relating to money for 1st-3rd grade was appropriate.   | K-12 Teacher         |                 |                 |
| 1214       | X         |          |           | Agree           | Removing examples that limited the standard is appropriate. Revising the standards relating to money for 1st-3rd grade was appropriate.   | K-12 Teacher         |                 |                 |
| 1216       | X         |          |           | Agree           | I approve of the revisions of the standards and support what they look like now.  | K-12 Teacher         |                 |                 |
| 1251       | X         |          |           | Agree           | First of all, I am concerned as a parent with the level of detail I needed to read/understand on my own and then find clarification from my kids' teachers in order to provide meaningful comments. The public input meeting I attended should have included an in-depth review of the standards changes. The process was not parent-friendly and discouraged my parent friends from participating. Generally, I feel the math changes are mostly positive.       | K-12 Parent/Guardian |                 |                 |
| 1264       | X         |          |           | Agree           | The standards are few but very deep. The document is not overwhelming until you begin to teach the math and realize how much Math knowledge the students have to have in order to learn the standards. This is what I mean when I say they are deep. I like the math practices because they remind teachers and student the importance of persevering, and accuracy in basic counting and writing numbers.  | K-12 Teacher         |                 |                 |
| 1275       | X         |          |           | Agree           | The standards have not changed much. The slight changes do help clarify some points. I still think that some of the standards require a level of maturity that many students at the grade level they are taught simply do not have.   | K-12 Teacher         |                 |                 |
| 1276       | X         |          |           | Agree           | The standards have not changed much. The slight changes do help clarify some points. I still think that some of the standards require a level of maturity that many students at the grade level they are taught simply do not have.   | K-12 Teacher         |                 |                 |
| 1281       | X         |          |           | Agree           | The 2010 standards showed a deep understanding of student development and provided opportunities to deepen knowledge as they progressed through the grades. They reflected the expertise of those who wrote them, especially through the vertical alignment. It's a shame the silent majority and political agendas play such a role in our educational system. Arizona believes itself to be a special case, but children are the same no matter their zip code. | Community Member     |                 |                 |
| 1299       | X         |          |           | Agree           | This draft maintains the rigor that common core provides for Arizona students. Hopefully the committee realizes this and helps prepare our students for competitive world.  | K-12 Parent/Guardian |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 1300       | X         |          |           | Agree           | This draft maintains the rigor that common core provides for Arizona students. Hopefully the committee realizes this and helps prepare our students for competitive world.  | K-12 Parent/Guardian |                 |                 |
| 1310       | X         |          |           | Agree           | I agree that the DRAFT of the Mathematics Standards is an improvement compared to Arizona's current standards (2010). I am in agreement with a number of the changes that have been made to the various grade levels of the DRAFT math standards, particularly the addition of such concepts as money to first grade. | K-12 Teacher         |                 |                 |
| 1335       | X         |          |           | Agree           | The high school standards are much more clear when it comes to specific courses such as algebra, geometry, etc.   | K-12 Teacher         |                 |                 |
| 1370       | X         |          |           | Agree           | Delineates the perimeters of the standard better.   | Other                |                 |                 |
| 1371       | X         |          |           | Agree           | Delineates the perimeters of the standard better.   | Other                |                 |                 |
| 1443       | X         |          |           | Agree           | The math standards were very good the way they were before the revisions. The revisions clarified a few items   | Retired Educator     |                 |                 |
| 73         | X         |          |           | Agree           |   | K-12 Parent/Guardian |                 |                 |
| 78         | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 127        |           | X        |           | Agree           |   | Higher Education     |                 |                 |
| 128        |           | X        |           | Agree           |   | Higher Education     |                 |                 |
| 158        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 191        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 228        | X         |          |           | Agree           |   | K-12 Parent/Guardian |                 |                 |
| 233        |           |          | X         | Agree           |   | K-12 Parent/Guardian |                 |                 |
| 234        | X         |          |           | Agree           |   | K-12 Parent/Guardian |                 |                 |
| 235        |           | X        |           | Agree           |   | K-12 Parent/Guardian |                 |                 |
| 246        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 247        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 250        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 251        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 253        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 271        | X         |          |           | Agree           |   | K-12 Teacher         |                 |                 |
| 272        | X         |          |           | Agree           |   | K-12 Administrator   |                 |                 |
| 273        | X         |          |           | Agree           |   | K-12 Administrator   |                 |                 |
| 274        | X         |          |           | Agree           |   | K-12 Administrator   |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                    | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|-------------------------|-----------------|-----------------|
| 355        | X         |          |           | Agree           |                   | K-12 Administrator      |                 |                 |
| 356        |           | X        |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 358        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 359        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 372        | X         |          |           | Agree           |                   | K-12 Parent/Guardian    |                 |                 |
| 379        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 380        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 381        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 383        |           | X        |           | Agree           |                   | K-12 Parent/Guardian    |                 |                 |
| 385        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 450        |           |          | X         | Agree           |                   | K-12 Teacher            |                 |                 |
| 451        |           |          | X         | Agree           |                   | K-12 Teacher            |                 |                 |
| 477        | X         |          |           | Agree           |                   | Business Representative |                 |                 |
| 623        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 624        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 625        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 626        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 630        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 637        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 643        | X         |          |           | Agree           |                   | K-12 Administrator      |                 |                 |
| 644        | X         |          |           | Agree           |                   | K-12 Administrator      |                 |                 |
| 645        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 648        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 649        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 653        |           |          | X         | Agree           |                   | K-12 Teacher            |                 |                 |
| 665        |           | X        |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 675        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 678        | X         |          |           | Agree           |                   | K-12 Parent/Guardian    |                 |                 |
| 728        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 742        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 781        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |
| 782        | X         |          |           | Agree           |                   | K-12 Teacher            |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment     | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-----------------------|----------------------|-----------------|-----------------|
| 842        | X         |          |           | Agree           |                       | K-12 Administrator   |                 |                 |
| 857        | X         |          |           | Agree           |                       | K-12 Administrator   |                 |                 |
| 997        |           |          | X         | Agree           |                       | K-12 Teacher         |                 |                 |
| 999        | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1019       |           | X        |           | Agree           | No opinion.           | K-12 Teacher         |                 |                 |
| 1065       |           |          | X         | Agree           |                       | K-12 Teacher         |                 |                 |
| 1070       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1078       |           | X        |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1079       |           | X        |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1080       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1175       |           |          | X         | Agree           | not area of expertise | K-12 Parent/Guardian |                 |                 |
| 1217       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1223       |           | X        |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1228       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1232       | X         |          |           | Agree           |                       | K-12 Parent/Guardian |                 |                 |
| 1233       | X         |          |           | Agree           |                       | Elected Official     |                 |                 |
| 1234       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1248       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1249       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1263       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1277       | X         |          |           | Agree           |                       | Other                |                 |                 |
| 1278       | X         |          |           | Agree           |                       | Other                |                 |                 |
| 1279       | X         |          |           | Agree           |                       | Community Member     |                 |                 |
| 1280       | X         |          |           | Agree           |                       | Community Member     |                 |                 |
| 1290       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1291       | X         |          |           | Agree           |                       | K-12 Parent/Guardian |                 |                 |
| 1292       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1311       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1343       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1394       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1405       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |
| 1451       | X         |          |           | Agree           |                       | K-12 Teacher         |                 |                 |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                    | Refinement Note   | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|-------------------------|---|-----------------|
| 1456       | X         |          |           | Agree           |  | K-12 Parent/Guardian    |   |                 |
| 1461       | X         |          |           | Agree           | It is slightly better. It is more concise. Also, in 6th grade, 4 critical areas + Geometry has been increased to 5 critical areas, with Geometry included in those critical areas. Clarity across standards with is of benefit. Explanations of Standards of Mathematical Practice will give teachers a clearer understanding and more consistency for students around the state. The addition of real world examples is of benefit.   | K-12 Teacher            | Addressed in revised Critical Areas in 6th grade.                               |                 |
| 1462       | X         |          |           | Agree           |  | K-12 Teacher            |   |                 |
| 1463       | X         |          |           | Agree           | standards were fine as they were   | Retired Educator        |   |                 |
| 1471       | X         |          |           | Agree           | I liked the 2010 standards, too.   | K-12 Teacher            |   |                 |
| 1476       | X         |          |           | Agree           | they were fine as they were & didn't need to be revised in the first place. quit wasting taxpayer dollars  | K-12 Parent/Guardian    | Non Actionable  |                 |
| 1477       | X         |          |           | Agree           | I appreciate that a money standard was added to various grade levels. The explanations and examples are missing, and are VERY important to educators. Please put these back in.  | K-12 Teacher            | Extended examples will be included in support documents.                        |                 |
| 1491       | X         |          |           | Agree           | the 2010 math standards have been very positive for my children. leave them as they are.   | K-12 Parent/Guardian    | Non Actionable  |                 |
| 1492       | X         |          |           | Agree           |  | Community Member        |   |                 |
| 1495       | X         |          |           | Agree           | The draft provides additional language on math fluency that is helpful. Clear expectations for time and money instruction added to 1st and 2nd grade is a needed addition.   | K-12 Parent/Guardian    | Non Actionable  |                 |
| 1515       | X         |          |           | Agree           | Put the explanations and examples back in. They help the reader understand the meaning of the standards.   | K-12 Parent/Guardian    | Many examples were restored.  |                 |
| 1523       | X         |          |           | Agree           | Both versions are good. I DO NOT agree with a major overhaul of the standards.   | Community Member        | non Actionable  |                 |
| 1535       | X         |          |           | Agree           | Losing these standards completely would be unacceptable and a major step backwards for Arizona.  | Business Representative | Non Actionable  |                 |
| 1563       | X         |          |           | Agree           |  | K-12 Teacher            |   |                 |
| 1594       | X         |          |           | Agree           | For math 4th grade, I appreciate the addition of an established range of numbers for number operations and fractions. In the Critical Areas section, the Introduction line states there are three critical areas and there are actually four listed. The focus on fluency throughout is excellent.   | K-12 Teacher            | Critical areas was fixed  |                 |
| 1597       | X         |          |           | Agree           | The explanation of the mathematical practices is very explicit and straight forward for teachers. The clarification in the writing of the standards and removal of examples is also very clear. I like the change of verbage from "using" to "connecting" when discussing strategies. Some teachers were not seeing that students need to be shown the connection (parents too!). STRATEGIES need to be stressed (perhaps a list).. When the algorithm is to be introduced should be explicit. | K-12 Teacher            | Algorithm expectations are stated within the appropriate grade level standards. |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|--|-----------------|
| 1612       | X         |          |           | Agree           | The additional details within the standards are very helpful. However, the omission of examples is a huge hinderance! As long as an example is clearly noted as an "example" and not the rule, it can be a very helpful tool that will eliminate incorrect interpretation of the standard.  | K-12 Teacher         | Revisions made based on specific standard public and technical review comments have included some examples back into the standards. Additional examples will be included in support documents. |                 |
| 1631       | X         |          |           | Agree           | I like how the standards have been changed and were reworded where necessary and grade level appropriate changes were made where needed. I think the state should move forward with the approval of the draft standards.  | K-12 Teacher         |  |                 |
| 1632       |           | X        |           | Agree           |   | K-12 Teacher         |  |                 |
| 1656       | X         |          |           | Agree           | Mathematical Practices are explained in more detail very helpful!   | K-12 Teacher         | Non Actionable   |                 |
| 1657       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1660       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1669       | X         |          |           | Agree           | I looked primarily at 7th, where my kids are now. I like the Critical Area Focus statements.<br>I think that the e.g. statements that were removed could have been helpful for some new teachers. I talked to a number of my children's teachers with the last standards change, and there was consensus that while they appreciated the depth of the standards, a lot were struggling to find examples. I also don't want my kids being yo-yo'ed about by teachers trying to jump through new hoops. | K-12 Parent/Guardian | Extended examples will be included in support documents.   |                 |
| 1673       | X         |          |           | Agree           | I have not spent a lot of time looking at the old standards as I am new to the state.   | K-12 Teacher         | Non Actionable   |                 |
| 1675       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1676       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1681       | X         |          |           | Agree           | I really like putting money identification and value in the first grade standards.  | K-12 Teacher         | Non Actionable   |                 |
| 1688       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1689       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1692       | X         |          |           | Agree           | These proposed standards are acceptable as presented.   | K-12 Teacher         | non Actionable   |                 |
| 1698       | X         |          |           | Agree           | There were words that were changed or omitted within the standard which gives a better understanding.   | K-12 Teacher         |  |                 |
| 1700       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1707       | X         |          |           | Agree           | It is still very similar with some concepts removed. Again, developmental appropriateness needs to be considered. Concepts, like place value, is a very difficult concept to understand at 5. They are put on over load and I think that is why math can be such a struggle. Pushing too much too soon. We need to make sure these standards are developmentally appropriate!!!   | K-12 Teacher         |  |                 |
| 1708       | X         |          |           | Agree           | I don't think that the S-CP.A.1 and S-CP.A.2 standards should be moved from Algebra 2 down to Algebra 1. It should stay up at the Algebra 2 level.  | K-12 Teacher         | referred to Algebra workgroup  |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|--|-----------------|
| 1711       | X         |          |           | Agree           | I don't like the proposed change to move 2 of the S-CP.A standards from Algebra II to Algebra I. Algebra I already has plenty of standards.  | K-12 Teacher         | referred to Algebra workgroup                            |                 |
| 1724       | X         |          |           | Agree           |  | K-12 Parent/Guardian |  |                 |
| 1725       | X         |          |           | Agree           | Some of the problems have been addressed and are being fixed.  | K-12 Teacher         | Non Actionable   |                 |
| 1726       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1782       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1784       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1785       | X         |          |           | Agree           |  | Community Member     |  |                 |
| 1796       | X         |          |           | Agree           | The statements are clear and easy to read. Although, I liked having the examples.  | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1797       | X         |          |           | Agree           | The statements are clear and easy to read. Although, I liked having the examples.  | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1798       | X         |          |           | Agree           | The statements are clear and easy to read. Although, I liked having the examples.  | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1799       | X         |          |           | Agree           | The statements are easier to understand.   | K-12 Teacher         | Non Actionable   |                 |
| 1800       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1803       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1804       | X         |          |           | Agree           | I don't think there is a significant difference at the grade levels that I teach. I feel it would be a huge mistake to scrap the standards and start over. It is a huge waste of time and money. | K-12 Teacher         | Non Actionable   |                 |
| 1805       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1806       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1811       | X         |          |           | Agree           | It would help if the 3-D shapes were specifically stated.  | K-12 Teacher         | Addressed in revisions.                                  |                 |
| 1812       | X         |          |           | Agree           | It would help if the 3-D shapes were specifically stated.  | K-12 Teacher         | Addressed in revisions.                                  |                 |
| 1813       | X         |          |           | Agree           | If you could specify the exact 3D shapes students will need to know, it would be very helpful.   | K-12 Teacher         | Addressed in revisions.                                  |                 |
| 1814       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1817       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1821       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1822       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 1829       | X         |          |           | Agree           | Seems more realistic.  | K-12 Teacher         |  |                 |
| 1830       | X         |          |           | Agree           | Seems more realistic.  | K-12 Teacher         |  |                 |
| 1832       | X         |          |           | Agree           | Examples are helpful to newer teachers or new standards to the grade level.  | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1833       | X         |          |           | Agree           | Examples are helpful to newer teachers or new standards to the grade level.  | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1834       | X         |          |           | Agree           | As a teacher I like the changes that have been made. They are very similar to what is currently being taught and the changes to help clarify and refine are needed.                              | K-12 Teacher         | Non Actionable   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|--|-----------------|
| 1838       |           |          | X         | Agree           |   | K-12 Administrator   |  |                 |
| 1839       |           |          | X         | Agree           |   | K-12 Administrator   |  |                 |
| 1850       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1863       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1866       | X         |          |           | Agree           | There are very few changes. I am pleased to see that money was added back into 1st, but I think they should know names AND values of coins.   | K-12 Teacher         | Value of coins is included in 1.MD.B.3b  |                 |
| 1873       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1875       | X         |          |           | Agree           |   | K-12 Teacher         |  |                 |
| 1885       | X         |          |           | Agree           | I like the improved alignment of time and money standards through the grade levels.   | K-12 Teacher         | Non Actionable   |                 |
| 1893       | X         |          |           | Agree           |   | K-12 Parent/Guardian |  |                 |
| 1907       | X         |          |           | Agree           | Same overview, most standards stayed similar to former standards *doesn't have explanations and examples per standard.  | K-12 Teacher         | Extended examples will be included in support documents.   |                 |
| 1911       | X         |          |           | Agree           | Although no major changes were evident, the "tweaks" are broader and give more leeway for local control of resources and methods.   | K-12 Administrator   |  |                 |
| 1912       | X         |          |           | Agree           | I appreciate that it is simpler to read. With that said, we need the expanded version to be created as well. The old examples and explanations were great, informative, and important. Please provide them in an expanded document somewhere. I also would like the Mathematical Practices to be included again with each standard. That is very helpful and important. I also suggest that AZ determine priority standards to help focus teachers who work with students in poverty, ELL, and migrant kids.    | K-12 Administrator   | Extended examples will be included in support documents.   |                 |
| 1921       | X         |          |           | Agree           | Changes represent clarification of required standards for each grade level.   | K-12 Teacher         | Non Actionable   |                 |
| 1924       | X         |          |           | Agree           | 6.ns.b.2 there is a disconnect with 5th to 6th-5th not teaching the algorithm & 6th expecting fluent application 6Nsc8 real word use of 4 quadrants not possible<br>6.eea.3 which properties are you referring, be specific 6.ga.1 what other shapes 6.ga.2 where do we get fractional unit cubes 6.ga.4 application is too hard as this is new hard concept<br>6.spa.2 specify which center and spread methods, also use one set of terminology either spread or variability<br>Glad you took out range & mode | K-12 Teacher         | The definition for fluency is clearly stated in the introduction and should assist with this understanding |                 |
| 1935       | X         |          |           | Agree           | It provides a more precise and reliable way to help ensure all teachers are addressing the same content across the state.   | K-12 Teacher         | Non Actionable   |                 |
| 1943       | X         |          |           | Agree           | I feel these standards are more concise and easier to follow.   | K-12 Teacher         | Non Actionable   |                 |
| 1944       | X         |          |           | Agree           | I feel these standards are more concise and easier to follow.   | K-12 Teacher         | repeated comment   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note   | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|---|-----------------|
| 1945       | X         |          |           | Agree           | The improvements made to the Math Standards were overwhelming put in place for clarification. There was very little change to the content of the standards for kindergarten.  | K-12 Teacher         | Non Actionable  |                 |
| 1957       | X         |          |           | Agree           | Improvements are evident. Please consider these adjustments. Thank you.<br><br>3rd grade is not enough time to gain fluency in X and / math facts. Memorizing a portion of these facts should be required in 2nd grade (ex: multiplication products through 5x5). The foundational X &/ concepts in 2nd grade are not enough. Please require memorization of facts up through 5x5.<br><br>Kindergarten should be expected to tell time to the hour. | K-12 Administrator   | Learning about multiplication begins in 2nd grade.  |                 |
| 1958       | X         |          |           | Agree           | Improvements are evident. Please consider these adjustments. Thank you.<br><br>3rd grade is not enough time to gain fluency in X and / math facts. Memorizing a portion of these facts should be required in 2nd grade (ex: multiplication products through 5x5). The foundational X &/ concepts in 2nd grade are not enough. Please require memorization of facts up through 5x5.<br><br>Kindergarten should be expected to tell time to the hour. | K-12 Administrator   | repeated comment  |                 |
| 1981       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 1982       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 1983       | X         |          |           | Agree           | I like that money is introduced in first grade.   | K-12 Teacher         |   |                 |
| 1988       | X         |          |           | Agree           | The idea of getting rid of the examples gives teachers more opportunity to teach various strategies and the idea that the standards are going to focus on the "what" to teach, instead of the "how" to teach.<br><br>Another positive change would be the wording from "within" to "through" made many of the standards more clear.   | K-12 Teacher         | Non Actionable<br>It was determined after technical review that within is mathematically correct. |                 |
| 1989       | X         |          |           | Agree           | While still confusing and arbitrarily convoluted, the new standards show more specificity and detail, and are also in a more readable format than the 2010 standards.   | K-12 Parent/Guardian | Non Actionable  |                 |
| 1990       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 1991       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 1994       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 1995       | X         |          |           | Agree           |   | K-12 Parent/Guardian |   |                 |
| 1998       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 1999       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note   | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|---|-----------------|
| 2000       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2001       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2003       | X         |          |           | Agree           | Often, I think that we are expecting more and more from children who are younger and younger. Eventually, we will hit that point where our children are not capable of understanding or even processing the information we put before them. We need to be careful that we are not expecting too much too early, and I think these new standards address that concern fairly well.   | K-12 Parent/Guardian | early childhood psychologist were consulted   |                 |
| 2011       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2034       | X         |          |           | Agree           | Some of the standards are difficult to interpret, but for the most part they are clear.   | K-12 Teacher         | Non Actionable  |                 |
| 2036       | X         |          |           | Agree           | Appreciate the clarification between standards, curriculum and instruction. This message is continually repeated yet still often forgotten. Fluency defined is much clearer.  | K-12 Teacher         | Non Actionable  |                 |
| 2039       | X         |          |           | Agree           | Simplified, the verbs used make it easier to understand and clarify. Some of old standards were too long and had too much too much going on in them.  | K-12 Administrator   | 2.NBT.A.2 states within 1000, it can start anywhere. Example tools are provided in 2.MD.A.1 |                 |
| 2054       | X         |          |           | Agree           | Still too many standards. I would like to see them reduced and then add more standards on financial education.  | K-12 Teacher         |   |                 |
| 2055       | X         |          |           | Agree           | Still too many standards. I would like to see them reduced and then add more standards on financial education.  | K-12 Teacher         |   |                 |
| 2060       | X         |          |           | Agree           | These seem fairly unchanged from the current standards (I mostly looked at Grade 1 because that is what I teach). I do like that the types of addition and subtraction problems (Table 1) has been listed separately instead of included in the text of the actual standards in Operations -- I think the table is much more clear than the older version where they were listed in the standard. Also thanks for including identifying coins and their value-- I think this is a very good addition for Grade 1. | K-12 Teacher         |   |                 |
| 2070       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2071       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2089       |           |          | X         | Agree           |   | K-12 Administrator   |   |                 |
| 2092       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2094       | X         |          |           | Agree           |   | K-12 Teacher         |   |                 |
| 2096       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher         | Extended examples will be included in support documents.                                    |                 |
| 2097       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher         | Extended examples will be included in support documents.                                    |                 |
| 2098       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher         | Extended examples will be included in support documents.                                    |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role             | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|------------------|--|-----------------|
| 2099       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher     | Extended examples will be included in support documents. |                 |
| 2100       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher     | Extended examples will be included in support documents. |                 |
| 2101       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher     | Extended examples will be included in support documents. |                 |
| 2102       | X         |          |           | Agree           | I would strongly agree if examples were included.   | K-12 Teacher     | Extended examples will be included in support documents. |                 |
| 2127       | X         |          |           | Agree           | I do see the changes and I like that examples have been removed as they are often calculation based and have nothing to do with the concepts involved. I think that quantities varying simultaneously in the context of functions should be included to prevent students from thinking that functions can only be evaluated at integer values. Moreover, standard A2.A-APR.B.2 is unclear. It is mentioning the Remainder Theorem but working with factors. Also, is G.G-CO.A.1 referring to geometry axioms? | Community Member | refer to HS team   |                 |
| 2130       | X         |          |           | Agree           |   | K-12 Teacher     |  |                 |
| 2133       | X         |          |           | Agree           |   | K-12 Teacher     |  |                 |
| 2134       | X         |          |           | Agree           | Gives a better explanation of what standards are and how the process of moving from kindergarten to high school.  | K-12 Teacher     | Non Actionable   |                 |
| 2235       | X         |          |           | Agree           |   | Community Member |  |                 |
| 2236       | X         |          |           | Agree           |   | Community Member |  |                 |
| 2289       |           |          | X         | Agree           |   | K-12 Teacher     |  |                 |
| 2291       | X         |          |           | Agree           | 2010 language removed that suggested "How" standards should be taught, I like that. 8 standards of mathematical practice "habits of mind" with narrative, even I had a shot at understanding some of that. Nice to see money standard added. I also like the section Technology Integration in Mathematics although I think it was pretty basic as most reference was to use of calculators. I wonder if the folks responsible for developing these standards reached out to small business in the state ?    | Community Member | Non Actionable   |                 |
| 2417       | X         |          |           | Agree           | The standards appear to be basically the same as those published on the 2013 placemat. I appreciate that AZ.4.OA.A.3.1a (Represent a variety of counting problems using arrays, charts, and systematic lists e.g. tree diagram) has been removed. This standard was unnecessary for fourth graders, and took up valuable teaching time. I feel that the drafted standards focus on the key learning that is necessary for current and future success.   | K-12 Teacher     | a variety of ways was removed                            |                 |
| 2454       | X         |          |           | Agree           |   | K-12 Teacher     |  |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role               | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|--------------------|------------------|-----------------|
| 2540       | X         |          |           | Agree           | I have read High School Draft Math Stds, Milgram Mathematics9-12, Zeev_Wurman_Phoenix Aug 014 & Moore_Algebra2. However, all three of these reports need serious consideration in the next cycle of reviews.   | Community Member   | Non Actionable   |                 |
| 2541       | X         |          |           | Agree           | I have read High School Draft Math Stds, Milgram Mathematics9-12, Zeev_Wurman_Phoenix Aug 014 & Moore_Algebra2. However, all three of these reports need serious consideration in the next cycle of reviews.   | Community Member   | repeated comment |                 |
| 2553       | X         |          |           | Agree           | The majority of the changes made the 2016 Standards more understandable than the 2010 Standards.   | K-12 Teacher       | Non Actionable   |                 |
| 2557       |           |          | X         | Agree           | I have read High School Draft Math Stds, Milgram Mathematics9-12, Zeev_Wurman_Phoenix Aug 014 & Moore_Algebra2. However, all three of these reports need serious consideration in the next cycle of reviews. I am aerospace engineer/manager with 2 Engr degrees, 2 CA professional engineering licenses & MBA and more 34 years experience (more than 30 years with 3 component co and corp office). No layoffs. The Draft Math Stds do not measure up until Drs. Milgram, Wurman and Moore objections are met. | Community Member   | Non Actionable   |                 |
| 2558       |           |          | X         | Agree           | I have read High School Draft Math Stds, Milgram Mathematics9-12, Zeev_Wurman_Phoenix Aug 014 & Moore_Algebra2. However, all three of these reports need serious consideration in the next cycle of reviews. I am aerospace engineer/manager with 2 Engr degrees, 2 CA professional engineering licenses & MBA and more 34 years experience (more than 30 years with 3 component co and corp office). No layoffs. The Draft Math Stds do not measure up until Drs. Milgram, Wurman and Moore objections are met. | Community Member   | repeated comment |                 |
| 2559       |           |          | X         | Agree           | I have read High School Draft Math Stds, Milgram Mathematics9-12, Zeev_Wurman_Phoenix Aug 014 & Moore_Algebra2. However, all three of these reports need serious consideration in the next cycle of reviews. I am aerospace engineer/manager with 2 Engr degrees, 2 CA professional engineering licenses & MBA and more 34 years experience (more than 30 years with 3 component co and corp office). No layoffs. The Draft Math Stds do not measure up until Drs. Milgram, Wurman and Moore objections are met. | Community Member   | repeated comment |                 |
| 2560       | X         |          |           | Agree           | I looked at the 4th grade standards and they look almost identical to the current common core standards. I think these proposed standards look great and that they should not be further changed.  | K-12 Teacher       | Non Actionable   |                 |
| 2563       | X         |          |           | Agree           |  | Other              |                  |                 |
| 2567       | X         |          |           | Agree           |  | K-12 Teacher       |                  |                 |
| 2571       | X         |          |           | Agree           |  | K-12 Teacher       |                  |                 |
| 2572       | X         |          |           | Agree           |  | K-12 Teacher       |                  |                 |
| 2573       | X         |          |           | Agree           |  | K-12 Administrator |                  |                 |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note                          | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|--|-----------------|
| 2574       | X         |          |           | Agree           | Geometry needs to be addressed as a requirement for graduation. It is more important for students to have more than a basic introduction but an understanding for all geo topics. Geometry is important for calculus and higher mathematics and science.   | K-12 Teacher         | Geometry is a requirement for graduation |                 |
| 2577       | X         |          |           | Agree           |  | K-12 Teacher         |  |                 |
| 2578       | X         |          |           | Agree           | The revised wording is written clearly and there is less subjectivity.   | K-12 Teacher         | Non Actionable                           |                 |
| 2701       | X         |          |           | Agree           | These standards are a hug improvement in high school because they have been broken into specific courses. In K-8 there are some inconsistencies in the coherence across the grade levels that were more present in the 2010 standards.   | K-12 Teacher         | Non Actionable                           |                 |
| 2768       |           | X        | X         | Agree           |  | K-12 Teacher         |  |                 |
| 2843       | X         |          |           | Agree           | There are still some concerns with how the standards continue to materialize. See notes.   | K-12 Parent/Guardian | Non Actionable                           |                 |
| 2873       | X         |          |           | Agree           | The math practice are much more explicit with detailed explanations, much improved.<br>I found the other changes to be relatively minor and not significant to change the meaning of most standards.   | K-12 Administrator   | Non Actionable                           |                 |
| 2883       | X         |          |           | Agree           |  | Other                |  |                 |
| 2898       | X         |          |           | Agree           | It seems easier to read. However I noticed more has been added to 3rd grade, just like the ELA standards. Customary measurements for liquid and mass are back in 3rd grade (but metric units wasn't taken out!), as well as adding/subtracting money up to \$20.00. The biggest addition you put in that has never been a 3rd grade standard is fluency with division facts. Please remove! A high percentage in our title schools can't even memorize the multiplication facts! We have too much to cover!! | K-12 Teacher         | Non Actionable                           |                 |
| 2899       | X         |          |           | Agree           | It seems easier to read. However I noticed more has been added to 3rd grade, just like the ELA standards. Customary measurements for liquid and mass are back in 3rd grade (but metric units wasn't taken out!), as well as adding/subtracting money up to \$20.00. The biggest addition you put in that has never been a 3rd grade standard is fluency with division facts. Please remove! A high percentage in our title schools can't even memorize the multiplication facts! We have too much to cover!! | K-12 Teacher         | Non Actionable                           |                 |
| 2908       | X         |          |           | Agree           | It seems easier to read. However I noticed more has been added to 3rd grade, just like the ELA standards. Customary measurements for liquid and  | K-12 Teacher         | Non Actionable                           |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|--|-----------------|
| 2909       | X         |          |           | Agree           | It seems easier to read. However I noticed more has been added to 3rd grade, just like the ELA standards. Customary measurements for liquid and mass are back in 3rd grade (but metric units wasn't taken out!), as well as adding/subtracting money up to \$20.00. The biggest addition you put in that has never been a 3rd grade standard is fluency with division facts. Please remove! A high percentage in our title schools can't even memorize the multiplication facts! We have too much to cover!!    | K-12 Teacher         | Non Actionable   |                 |
| 2942       | X         |          |           | Agree           | I am quite happy with this new draft and support it completely and whole-heartedly. However, I believe a lot was lost when the examples and explanations were eliminated. Therefore, although I am 100% happy with this new document, I cannot say that it is "better."   | K-12 Administrator   | Extended examples will be included in support documents.   |                 |
| 2961       | X         |          |           | Agree           | Some of the DRAFT standards have clarifying verbiage. Some of the current standards can be left up to subjective interpretation.  | K-12 Teacher         | Non Actionable   |                 |
| 2964       | X         |          |           | Agree           | I like the clarifications made for the 2016 standards and the elimination of examples that were redundant. Some of the changes made to move standards to more appropriate grade levels made sense, as well.   | Elected Official     | Non Actionable   |                 |
| 3005       | X         |          |           | Agree           | I agree with a very strong caveat. Many of the examples included in the original standards helped to elucidate key insights within the standards. At the very least, In my experience, they caused teachers to stop and seek clarification as to why certain examples were given. The nuts of bolts of the why came out of those discussions. Upon removal, a comprehensive "addendum" should be included with examples for clarity and important meaning. You can allow local choice and still offer guidance. | K-12 Teacher         | Extended examples will be included in support documents.   |                 |
| 3017       | X         |          |           | Agree           | With the exception of adding time back into an already crowded 3rd grade math standard.   | K-12 Parent/Guardian | Non Actionable   |                 |
| 3028       | X         |          |           | Agree           | For some reason, I was able to follow the columns better than the ELA Standards. It is still a lot of information and it takes a lot of time to go through and re-reference something you may have already reviewed. It is a bit overwhelming. can you add a tool at the top, maybe a menu link, the you can tap and it would then take you directly to the section you would like to review? that would help to access the information.  | Other                | Non Actionable   |                 |
| 48         | X         |          |           | Disagree        | Needs strategies and explanation of how to teach them or video links to good instruction of them  | K-12 Teacher         | Request for support documents  | Examples        |
| 54         | X         |          |           | Disagree        | I understand adding money to the standards. However, requiring third graders to add and subtract decimals is developmentally innappropriate.  | K-12 Teacher         | The focus of the money standard in third grade is to add and subtract amounts of money in context, not to add/subtract decimals. | Money           |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note                        | Category/ Theme           |
|------------|-----------|----------|-----------|-----------------|---|----------------------|--|---------------------------|
| 55         | X         |          |           | Disagree        | Again, I believe the examples are useful in clarifying what is expected. NOTE: whoever is editing your document does NOT understand that colons should NOT follow prepositions or verbs. I have seen countless colon errors in both ELA and math.   | K-12 Administrator   | Edit for colon usage                   | Examples & Grammar/format |
| 56         | X         |          |           | Disagree        | Again, I believe the examples are useful in clarifying what is expected. NOTE: whoever is editing your document does NOT understand that colons should NOT follow prepositions or verbs. I have seen countless colon errors in both ELA and math.   | K-12 Administrator   | Edit for colon usage                   | Examples & Grammar/format |
| 57         | X         |          |           | Disagree        | Again, I believe the examples are useful in clarifying what is expected. NOTE: whoever is editing your document does NOT  | K-12 Administrator   | Edit for colon usage                   | Examples & Grammar/format |
| 60         |           | X        |           | Disagree        | Not certified in this subject, so opinion is not valid.   | K-12 Teacher         | Not actionable                         | Not Actionable            |
| 65         | X         |          |           | Disagree        | I would like a crosswalk document that details the changes from the current standards to the proposed standards.  | K-12 Parent/Guardian | Not part of standards.                 | Support Documents         |
| 68         | X         |          |           | Disagree        | As an 8th grade math teacher I already teach the converse and rational for the Pythagorean Theorem, you cannot the a math   | K-12 Teacher         | 8th Grade Content Specific             | Content Specific          |
| 69         | X         |          |           | Disagree        | As an 8th grade math teacher I already teach the converse and rational for the Pythagorean Theorem, you cannot the a math   | K-12 Teacher         | 8th Grade Content Specific             | Content Specific          |
| 83         | X         |          |           | Disagree        | The 2010 CCSS standards required critical thinking from students and demonstration of mastery of skills. There is not much variation  | K-12 Teacher         | Not actionable                         | General Non-Support       |
| 87         | X         |          |           | Disagree        | It's adequate. That's about it.   | Other                | Not actionable                         | General Non-Support       |
| 88         | X         |          |           | Disagree        | It's adequate. That's about it.   | Other                | Not actionable                         | General Non-Support       |
| 93         | X         |          |           | Disagree        | The explanations for SMP 7 and 8 continue to be unclear. In the separation of the High School standards into the specific subject areas, standards are now appearing in courses of which they were not previously a part. We are not sure why 4.MD.A.1 is cited in the money progression chart as it doesn't have any reference to money within it. We feel that the explanations and examples section is critical to teacher understanding of the standards. If clarity is the goal - keep these in! | Other                | Remove 4.MD.A.1 from money progression | Money                     |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role               | Refinement Note  | Category/ Theme               |
|------------|-----------|----------|-----------|-----------------|--|--------------------|--|-------------------------------|
| 114        | X         |          |           | Disagree        | Kindergarten students need patterns. I also believe the standards are to hard. Keep in mind kindergarten is not mandatory in this state. We also don't provide students with preschool. Students start out very low. Please make kindergarten a grade where students can feel successful. Plus, these standards are very similar to Common Core, why change them at all?   | K-12 Teacher       | Patterns are in mathematical practices   | Content Specific              |
| 120        | X         |          |           | Disagree        | The draft is very similar to the existing document (in Kindergarten). I have no concerns with the 2010 or 2016 version.  | K-12 Teacher       | NA   | General Support               |
| 124        | X         |          |           | Disagree        | Much like the College & Career Readiness Standards, the new DRAFT Mathematics Standards provide clear, concise expectations for child development and growth at the end of the respective school year. I appreciate the streamlining of the documents so they are not as overwhelming. However, I am wondering if providing supplemental examples of children, like Arizona's Early Learning Standards do, can provide a stronger support for educators as they work towards scaffolding these math skills.  | Higher Education   | NA - Examples are considered curriculum  | General Non-Support, Examples |
| 148        | X         |          |           | Disagree        | You didn't change much plus having 3rd graders know ALL addition, subtraction, multiplication, and division facts in ONE YEAR is too much. They need to have addition and subtraction mastered by the end of 2nd grade before going on to 3rd so teachers and students can concentrate on multiplication and division only. It usually take a year to master all those facts.  | K-12 Teacher       | NA - Addition/subtraction facts are required by the end of 2nd grade so 3rd grade only needs to master multiplication and division | Content                       |
| 160        | X         |          |           | Disagree        | Again, I really like the 2010 standards for kinder math, and these are very close. I'm glad you kept most of the 2010 standards.   | K-12 Teacher       | NA   | General Support               |
| 170        | X         |          |           | Disagree        | Please do not remove the worked examples. Teachers rely on these to understand what the standards expect students to do. Most of our K-5 teachers are not highly qualified in math instruction. Many only have their own experiences and the few math credits that college required. We do not have the funds to properly train teachers at the level required by AZCCRS. Teachers need to be able to use the standards as a resource, not depend on the adopted curriculum to interpret the math standards. | K-12 Administrator | NA - Examples are limiting   | General Non-Support, Examples |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme     |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|---------------------|
| 177        | X         |          |           | Disagree        | I teach third grade, and it is a struggle to get my students to learn their multiplication facts from memory, as they do not practice at home. The draft standards would require them to also learn their division facts. This is too much to ask in only one year of instruction, especially since we also have to teach other topics such as fractions.   | K-12 Teacher         | NA              | General Non-support |
| 185        | X         |          |           | Disagree        | I think it is too broad to take out the specific examples in the math standards. I also feel that again, people focused on rote memorization instead of deeper understanding with the added standards. It sadly shows that the people of Arizona are not focused on created leaders for our future but instead, robots from the past. I am happy that the standards were left in the document that include depth. I feel the addition of money was a good choice but could be handled more deeply.      | K-12 Teacher         | NA              | Examples - Money    |
| 194        | X         |          |           | Disagree        | There is some improvement but, the standards need to be clear, concise and understandable to all the stake holders: politicians, administrators at both the local and state level, teachers, parents, and students. It takes a village to educate a child. I have read and rewrote the standards so that I understood what was expected, (I have a BS and MA in Math Ed) imagine a politician or a parent trying to understand. There are standards that are inappropriate for the grade/subject level. | K-12 Teacher         | NA              | General Non-Support |
| 244        | X         |          |           | Disagree        | Doesn't seem to be either, honestly. Around 9th grade, they stop learning things with real world applications, and are mostly taught stuff only math/physics/science majors will ever use.  | K-12 Parent/Guardian | NA              | General Non-Support |
| 294        | X         |          |           | Disagree        | I understand math is being taught differently. However, there is little or no help provided to the child struggling in this area. It seems as if you are just piling work onto them, yet no teacher or anyone else has enough time to thoroughly explain it to the child. Even if the child is failing in one subject it seems as if it doesn't matter to the teacher.  | K-12 Parent/Guardian | Non Actionable  | General Non Support |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role               | Refinement Note   | Category/ Theme                 |
|------------|-----------|----------|-----------|-----------------|--|--------------------|---|---------------------------------|
| 296        | X         |          |           | Disagree        | After reading the draft, I found that there were a few minor improvements but also some questionable choices. I do like most of the minor wording changes. I am concerned about removing square root and cube root functions from Algebra 1. Mostly I am concerned about scattering clusters of probability standards in every course. The whole point of the AZCCRS is for students to work deeply into content and by scattering the standards, you are working against the spirit of the current standards. | K-12 Teacher       | Non Actionable  | General Non Support             |
| 371        | X         |          |           | Disagree        | Still worries me that for kindergarten we need to look closely at brain development and age appropriate skills. Most kids in a rural area do not go to preeschool.   | K-12 Student       | Non Actionable  | General Non Support             |
| 596        | X         |          |           | Disagree        | Hardly any changes were made.  | K-12 Teacher       | Non Actionable  | General Non Support             |
| 632        | X         |          |           | Disagree        | I believe that some of the standards are very vague. Additionally it would be nice if the state could release some test items specific for each grade level, not just the sample test items. It would be great if we could see specific examples of questions, their wording, ect. so that we know exactly what the state is looking for.  | K-12 Teacher       | Non Actionable  | General Non Support<br>Examples |
| 673        | X         |          |           | Disagree        | I feel that is easier to understand, however, I feel that the simplicity (without examples) will lead to multiple interpretations of the standards.  | K-12 Teacher       | examples will be included in support documents.               |                                 |
| 825        | X         |          |           | Disagree        | The 2010 standards were much longer, but the inclusion of the examples and the aligning of the practices was very useful. It is very helpful when there is a question of what is being required by that standard. The 2016 standards are streamlined and would be easier for quick reference.  | K-12 Teacher       | examples will be included in support documents.               |                                 |
| 856        | X         |          |           | Disagree        | Taking statistics out of Algebra will greatly impact students who will take the SAT. There needs to be an introduction and exposure to stats so that students will be able to do well on the SAT.<br><br>Taking out the example problems in the standards was not a good idea. Teachers liked the samples and did not feel that it was prescribing how to teach, but giving them an idea of what the expected learning should be.  | K-12 Administrator | Stats is in Algebra<br>Examples will be in support documents. |                                 |
| 1000       | X         |          |           | Disagree        | The current standards do not need to be changed.   | K-12 Teacher       | Non Actionable  |                                 |
| 1002       | X         |          |           | Disagree        | The current standards do not need to be changed.   | K-12 Teacher       | Non Actionable  |                                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role               | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|--------------------|--|-----------------|
| 1027       | X         |          |           | Disagree        | There isn't enough room to go into detail. Some of these standards are horrible and completely developmentally inappropriate for Kindergarten. The 2010 standards were better written and easier to understand.   | K-12 Teacher       | Non Actionable   |                 |
| 1031       | X         |          |           | Disagree        | The standards are the same. The format is easier to read. The lexile of the wording appears to have been simplified.  | K-12 Teacher       | Non Actionable   |                 |
| 1040       | X         |          |           | Disagree        | Very little was changed. Would like to see examples/expectations of what the standard is to mean.   | K-12 Teacher       | Non Actionable   |                 |
| 1041       | X         |          |           | Disagree        | I like the current standards, and think that they are easy to read as a teacher.  | K-12 Teacher       | Non Actionable   |                 |
| 1178       | X         |          |           | Disagree        | I have read the 7th, 8th and Algebra 1 standards. In no where does it say that the students need to understand add, subtract, multiply and divide using integers (positive and negative numbers) and real numbers. I teach the 11th and 12th graders and this skill is sorely lacking. Someone assumes it is being taught, but I don't see it as a standard and it should be in either the 8th grade standard or the Algebra 1 The Real Number System (N-RN) A1.N-RN.B standard.        | K-12 Teacher       | This begins in 6th grade and it is important to note that integers are part of the rational number system. |                 |
| 1207       | X         |          |           | Disagree        | The word improvement is subjective, as the standards have not changed, the format of their explanation has been improved. Therefore the standards themselves have not been improved, but he explanation of standards is improved, not the same.   | K-12 Teacher       | Non Actionable   |                 |
| 1208       | X         |          |           | Disagree        | I am not sure removing the examples from the math standards is helpful to teachers. I understand the confusion because many treated the examples as "performance objectives" and no understanding in is an example "but not limited to..." Maybe we can do a better explanation of the examples. I know 1st hand, taking away the examples will take hurt many teachers understanding of standard. For example, "place value strategy", many teachers thought this meant "traditional". | K-12 Teacher       | some examples were restored an others will be available in support documents.                              |                 |
| 1222       | X         |          |           | Disagree        | The examples help teachers understand what the standard is addressing. I fear that if these are taken out, the standard will be less comprehensible.  | K-12 Teacher       | some examples were restored an others will be available in support documents.                              |                 |
| 81         |           |          | X         | Disagree        |   | K-12 Teacher       |  |                 |
| 270        | X         |          |           | Disagree        |   | K-12 Teacher       |  |                 |
| 352        | X         |          |           | Disagree        |   | Other              |  |                 |
| 353        | X         |          |           | Disagree        |   | Other              |  |                 |
| 498        | X         |          |           | Disagree        |   | K-12 Teacher       |  |                 |
| 499        | X         |          |           | Disagree        |   | K-12 Teacher       |  |                 |
| 500        | X         |          |           | Disagree        |   | K-12 Teacher       |  |                 |
| 638        | X         |          |           | Disagree        |   | K-12 Administrator |  |                 |
| 820        | X         |          |           | Disagree        |   | K-12 Teacher       |  |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|--|-----------------|
| 880        | X         |          |           | Disagree        |   | K-12 Parent/Guardian |  |                 |
| 1020       | X         |          |           | Disagree        |   | K-12 Teacher         |  |                 |
| 1218       | X         |          |           | Disagree        | Please read my comments relating specifically to K-3.   | K-12 Parent/Guardian | non Actionable   |                 |
| 1266       |           |          | X         | Disagree        |   | K-12 Teacher         |  |                 |
| 1505       | X         |          |           | Disagree        | the 2010 standards were fine the way they were. quit wasting taxpayer money & let the teachers teach the standards the way they are. no changes!!!  | Community Member     | non Actionable   |                 |
| 1664       | X         |          |           | Disagree        | Removing the examples from the 2010 math standards will make the understanding of these standards more difficult. I would like to see an appendix with examples. I do like that money has been added to the 1st grade standards.  | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1699       | X         |          |           | Disagree        | Reinstate the examples.   | K-12 Administrator   | Extended examples will be included in support documents. |                 |
| 1704       | X         |          |           | Disagree        | Not much has changed in the Mathematics Standards overall. Mostly just the prescriptive pieces have been eliminated and a few clarifying language words have been added and removed. No childhood development psychologists were used in developing these standards to verify if they are in fact "developmentally appropriate" by grade level. Here is an example for Kindergarten: K.OA.A.2- Kindergartners cannot perform algebraic word problems without a clear understanding of number sense. Where- Table 1? | K-12 Parent/Guardian | Table 1 is in the glossary and introduction              |                 |
| 1705       | X         |          |           | Disagree        | The new standards added to Algebra, will make the course much more difficult to teach.  | K-12 Teacher         | referred to Algebra workgroup                            |                 |
| 1706       | X         |          |           | Disagree        | I don't like the change of adding two other standards to my student SCPA1 and SCPA2 they are being covered in Algebra 2   | K-12 Parent/Guardian |  |                 |
| 1716       | X         |          |           | Disagree        | Although it is more clear to read, adding conic sections to an already extensive Geometry curriculum is just overload on our students. We will not be able to go in-depth .   | K-12 Teacher         | The Geometry work group carefully examined this.         |                 |
| 1718       | X         |          |           | Disagree        | The standards are easier to follow and understand, however adding more standards such as conic sections to an already intensive exam will not help the students and the teachers. There will be hardly any time to cover additional sections due to the already compact curriculum.   | K-12 Teacher         | The Geometry work group carefully examined this.         |                 |
| 1720       | X         |          |           | Disagree        | The students already struggle with the new standards. There is no enough time for the all these new standards to be taught in class.  | K-12 Teacher         | Non Actionable   |                 |
| 1721       | X         |          |           | Disagree        | It is easy to understand, but it was already too many concepts to teach in depth and it got bigger.   | K-12 Teacher         | Non Actionable   |                 |
| 1722       | X         |          |           | Disagree        | It is easy to understand, but it was already too many concepts to teach in depth and it got bigger.   | K-12 Teacher         | Non Actionable   |                 |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|--|-----------------|
| 1773       | X         |          |           | Disagree        | While the standards have been sorted into "grade level" "content areas", the scope of standard coverage for each "content area" is too comprehensive to support mastery of the standards in the context of mathematical practices to prepare students for college expectations. Higher order thinking can be achieved with fewer standards applied in more contexts using the mathematical practices. Please consider reducing the scope of the standards to 15 standards per "grade level" "content area".      | K-12 Administrator   | across grade level coherence was examined by the work group as well as what is specifically within each grade level. |                 |
| 1794       | X         |          |           | Disagree        | I think the standards are chopped up. I think they leave many things out that "bridge" standards together. I believe expecting students to pick up on these because they are embedded in other standards to failing our students. Showing them how the concepts are connected helps the students make sense of the concepts (standards). Also, I think we should remove constructions from Geometry unless the school has a computer program for the students to use. No one does constructions by hand anymore. | K-12 Teacher         | across grade level coherence was examined by the work group  |                 |
| 1887       | X         |          |           | Disagree        | I appreciate the explanations to the math Standards. I do not think they should be removed. Other than that, the revisions do not seem to improve or detract from the Standards. The Standards do not need revision.   | K-12 Teacher         | Extended examples will be included in support documents.   |                 |
| 1903       | X         |          |           | Disagree        | The standards are still too long. It's not making it clearer it's making them more confusing and you are taking out the examples that help us understand what you mean by the verbiage.<br><br>You are making me fill this out when all you are doing is paraphrasing the standard that was already there. This doesn't change anything!!!!  | K-12 Teacher         | Based on technical review, many examples were restored.  |                 |
| 1985       | X         |          |           | Disagree        | I believe the fluent math facts in 1.OA.B is vague and does not clearly set expectations (i.e. time frames, number required).  | K-12 Teacher         | The definition for fluency is clearly stated in the introduction.  |                 |
| 2010       | X         |          |           | Disagree        | I think they are too wordy.  | K-12 Teacher         | Non Actionable   |                 |
| 2012       | X         |          |           | Disagree        | The Standards are pretty much the same as Common Core, and they are still developmentally inappropriate for K-3.   | K-12 Parent/Guardian | early childhood psychologist were consulted  |                 |
| 2035       | X         |          |           | Disagree        | When we reviewed the standards we noticed that many of the numerical examples were removed, we believe this informs teachers and parents on the expectation for learning. This deepens conceptual understanding by providing concrete examples   | K-12 Administrator   | Extended examples will be included in support documents.   |                 |
| 2038       | X         |          |           | Disagree        | As an educator, I feel the removal of numerical examples, or any examples for that matter, is assumptive that all teachers and parents understand the concepts.  | K-12 Teacher         | Extended examples will be included in support documents.   |                 |
| 2104       | X         |          |           | Disagree        |  | K-12 Teacher         |  |                 |
| 2105       | X         |          |           | Disagree        |  | K-12 Teacher         |  |                 |
| 2115       | X         |          |           | Disagree        |  | K-12 Teacher         |  |                 |
| 2119       | X         |          |           | Disagree        | Kindergarten needs to add back patterns and simple graphs and tables. Patterns are an important part of helping students visualize which in turn helps with reading since reading also has patterns.   | K-12 Teacher         | Patterns are part of the math practices  |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role             | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|------------------|------------------|-----------------|
| 2131       | X         |          |           | Disagree        | The organization is very wordy and complicated. It is not accessible for the teacher who is trying to check if they are teaching to standards.  | K-12 Teacher     |                  |                 |
| 2237       | X         |          |           | Disagree        | It is not that I totally disagree with the changes, I just don't feel like it made much change at all. Mostly the wording was changed not the actually standard...this is fine as I liked the 2010 standards for the most part. It is interesting that the standards that Arizona added to the original CCSS were all removed from this draft (I agree). I am hoping I have the opportunity to give input on specific standards as a panel of us went through them and wanted to give our thoughts. | Other            | Non Actionable   |                 |
| 2238       | X         |          |           | Disagree        | It is not that I totally disagree with the changes, I just don't feel like it made much change at all. Mostly the wording was changed not the actually standard...this is fine as I liked the 2010 standards for the most part. It is interesting that the standards that Arizona added to the original CCSS were all removed from this draft (I agree). I am hoping I have the opportunity to give input on specific standards as a panel of us went through them and wanted to give our thoughts. | Other            | repeated comment |                 |
| 2239       | X         |          |           | Disagree        | It is not that I totally disagree with the changes, I just don't feel like it made much change at all. Mostly the wording was changed not the actually standard...this is fine as I liked the 2010 standards for the most part. It is interesting that the standards that Arizona added to the original CCSS were all removed from this draft (I agree). I am hoping I have the opportunity to give input on specific standards as a panel of us went through them and wanted to give our thoughts. | Other            | repeated comment |                 |
| 2240       | X         |          |           | Disagree        | It is not that I totally disagree with the changes, I just don't feel like it made much change at all. Mostly the wording was changed not the actually standard...this is fine as I liked the 2010 standards for the most part. It is interesting that the standards that Arizona added to the original CCSS were all removed from this draft (I agree). I am hoping I have the opportunity to give input on specific standards as a panel of us went through them and wanted to give our thoughts. | Other            | repeated comment |                 |
| 2575       | X         |          |           | Disagree        | The goal is to have the standards be easily understood by faculty, students, and parents. Many of the standards would be difficult for parents to understand (unless they completed upper division math courses in college). Examples would go a long way in helping all to best understand what the expectations are. Currently few examples are provided. •It would be beneficial to cover less material but to apply that material to real life situations.                                      | K-12 Teacher     | Non Actionable   |                 |
| 2815       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process.    | Retired Educator | Non Actionable   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role             | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|------------------|------------------|-----------------|
| 2816       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2817       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2818       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2819       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2820       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role             | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|------------------|------------------|-----------------|
| 2821       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2822       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2823       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2824       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2825       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role             | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|------------------|------------------|-----------------|
| 2826       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2827       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2828       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2829       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |
| 2830       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process. | Retired Educator | Repeated Comment |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note                 | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|---------------------------------|-----------------|
| 2831       | X         |          |           | Disagree        | I don't see how your committee accomplished anything. All you did was leave off the examples in the 2010 standards. I object to the term "mathematically proficient student. Except for high ability math students, most students are not mathematically proficient. Each grade has new concepts that their brains try to attach to prior learning. Perhaps the average high school student should be "mathematically proficient" in arithmetic, but not the elementary student. It's a process.            | Retired Educator     | Repeated Comment                |                 |
| 2862       | X         |          |           | Disagree        | 1. Parent involvement in curriculum and pedagogy at the state and district levels is not guaranteed, along with any changes made in the future to the standards. How will parents be able to uphold their irreplaceable role in this process. 2. Testing pushes what curriculum and pedagogy is being implemented in the classroom. High stakes testing needs to be strictly limited or deleted. 3. PRIVACY: If we do not know what is on a statewide test/survey then the test should not be administered. | K-12 Parent/Guardian | Non Actionable                  |                 |
| 2991       | X         |          |           | Disagree        | Most of the standards have remained the same with just examples removed and a few clarifying language words added.  | K-12 Parent/Guardian | Non Actionable                  |                 |
| 84         | X         |          |           | Not Applicable  | I believe they are very similar.  | K-12 Teacher         | Not actionable                  | Not Actionable  |
| 86         |           | X        |           | Not Applicable  | I'm glad we got away from that pesky Common Core!   | K-12 Teacher         | Not actionable                  | Not Actionable  |
| 143        | X         |          |           | Not Applicable  | I did not see much of a change.   | K-12 Teacher         | NA                              | General Support |
| 278        |           | X        |           | Not Applicable  | Not being a math teacher, I chose to defer judgment.  | K-12 Teacher         | NA                              | NA              |
| 282        |           |          | X         | Not Applicable  | Can we see red line version   | K-12 Administrator   | Red line version does not exist | NA              |
| 351        |           | X        |           | Not Applicable  | I am not interested in evaluating the math standards. I don't think the form should require you to do both.   | K-12 Teacher         | Non Actionable                  | NA              |
| 390        |           | X        |           | Not Applicable  | My area of expertise is ELA, so I did not analyze these standards. I trust that math experts will provide their comments that are specific to how children learn and to what works best in the classroom.   | K-12 Teacher         | Non Actionable                  | NA              |
| 474        | X         |          |           | Not Applicable  | This is my first year teaching math so it would not be a very objective comparison to Arizona's current standards for math. I anticipate that after this academic year I would have a fairly better basis with which I could compare.   | K-12 Teacher         | Non Actionable                  | NA              |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role               | Refinement Note   | Category/ Theme  |
|------------|-----------|----------|-----------|-----------------|--|--------------------|---|------------------|
| 475        | X         |          |           | Not Applicable  | This is my first year teaching math so it would not be a very objective comparison to Arizona's current standards for math. I anticipate that after this academic year I would have a fairly better basis with which I could compare.  | K-12 Teacher       | Non Actionable  | NA               |
| 595        |           |          | X         | Not Applicable  | Did not review.  | K-12 Teacher       | Non Actionable  | NA               |
| 640        | X         |          |           | Not Applicable  | Expressions that are hard for students and parents to understand.<br>8.EE.A3: "numbers expressed in the form of a single digit times an integer power of ten" is very wordy, and most will give up and not try to figure out what it means.<br>8.EEA.2: 625 is not a cube, it's $5^4$ . Please choose a cube.<br>RE: shift to Math 8: 8.SP.B.1: Compound Probabilities will require relearning all other probabilities. We have already purchased a book based on older standards. What will we use to teach this? | K-12 Teacher       | Standard 8.EE.A.3 was viewed by the workgroup and deemed clear and concise.<br><br>Standard 8.EE.A.2b will be changed to reflect a perfect cube value (Evaluate cube roots of perfect cubes less than or equal to 625 1000, and rewrite non-perfect cubes in equivalent form.).<br><br>Comment on standard 8.SP.B.1 is focused on curriculum which is outside the scope of work detailed in the standards revision process. | Content Specific |
| 656        |           |          | X         | Not Applicable  | I'm not commenting on the math standards.  | K-12 Teacher       | General comment. Not actionable.  | Not actionable   |
| 670        |           |          | X         | Not Applicable  | How is it that the math common core standards confuse parents - yet they are not rigorous enough? How was this addressed in the standards?   | Elected Official   | General comment. Not actionable.  |                  |
| 858        |           | X        |           | Not Applicable  | I did not review these standards.  | K-12 Teacher       | General comment. Not actionable.  |                  |
| 940        |           |          | X         | Not Applicable  | Do not let go of the alternative algorithms -- traditional algebra. Concern about how we will benchmark to the nation.   | K-12 Administrator | they are in the standards.  |                  |
| 983        |           |          | X         | Not Applicable  | I think that moving toward keeping the math standards as they are in this draft for kindergarten. Do not continue to change them. I like common vocabulary glossary terms for all educators in regards to math instruction. I served on the initial math workgroup.  | K-12 Teacher       | General comment. Not actionable.  |                  |
| 990        |           |          | X         | Not Applicable  | I would expect standards in division to begin with concrete understanding of division and the concept of division before the algorithm (long division) is introduced and practiced.  | K-12 Administrator | concrete is used in the primary grade standards.  |                  |
| 991        |           |          | X         | Not Applicable  | Standards are not yet stated such that, I as a teacher truly know that the standards have been met. Further, the standards need a stronger stated mode of progression.   | K-12 Teacher       | The progression of learning was carefully examined by the workgroup.  |                  |
| 994        |           |          | X         | Not Applicable  | Students need more rigorous standards in high school mathematics so they are prepared for the college level and beyond.  | Community Member   | general comment. Not actionable.  |                  |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note                  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|----------------------------------|-----------------|
| 1045       |           |          | X         | Not Applicable  | Please stop wasting everyone's time revising standards. This is a waste of money and resources that could be spent actually solving problems in education. Hint: it's not the standards that are holding our kids back. There is way too much administration at district and state levels sapping money away from the schools, and these advisory boards and revisions are another symptom of that bloat.   | K-12 Teacher         | General comment. Not actionable. |                 |
| 1055       |           | X        |           | Not Applicable  | Didn't read it. I teach high school English, and I have no familiarity or professional interest in the math standards.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1056       |           | X        |           | Not Applicable  | Didn't read it. I teach high school English, and I have no familiarity or professional interest in the math standards.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1057       |           | X        |           | Not Applicable  | Didn't read it. I teach high school English, and I have no familiarity or professional interest in the math standards.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1314       | X         |          |           | Not Applicable  | I feel that both the 2010 and 2016 standards are fine. The 2010 standards did not need to be readdressed but I understand that these new standards are the result of the current governor's political agenda. The 2010 standards were well-written and did not need to be reviewed and improved, but they have been. The 2016 standards have removed examples which makes them easier to read, and some words have been replaced that in my opinion have the same meaning. These should be approved and used. | K-12 Teacher         | General comment. Not actionable. |                 |
| 1316       | X         |          |           | Not Applicable  | I feel that both the 2010 and 2016 standards are fine. The 2010 standards did not need to be readdressed but I understand that these new standards are the result of the current governor's political agenda. The 2010 standards were well-written and did not need to be reviewed and improved, but they have been. The 2016 standards have removed examples which makes them easier to read, and some words have been replaced that in my opinion have the same meaning. These should be approved and used. | K-12 Teacher         | General comment. Not actionable. |                 |
| 66         | X         |          |           | Not Applicable  |   | K-12 Parent/Guardian |                                  |                 |
| 85         |           | X        |           | Not Applicable  |   | K-12 Teacher         |                                  |                 |
| 92         |           |          | X         | Not Applicable  |   | K-12 Teacher         |                                  |                 |
| 111        |           |          | X         | Not Applicable  |   | Community Member     |                                  |                 |
| 115        |           | X        |           | Not Applicable  |   | K-12 Teacher         |                                  |                 |
| 116        |           |          | X         | Not Applicable  |   | K-12 Teacher         |                                  |                 |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment      | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|------------------------|----------------------|-----------------|-----------------|
| 129        |           |          | X         | Not Applicable  |                        | Other                |                 |                 |
| 131        |           |          | X         | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 140        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 190        |           |          | X         | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 218        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 219        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 227        | X         |          |           | Not Applicable  |                        | Community Member     |                 |                 |
| 229        |           |          | X         | Not Applicable  | Did not read 2010 doc. | Community Member     |                 |                 |
| 240        |           |          | X         | Not Applicable  |                        | K-12 Parent/Guardian |                 |                 |
| 241        |           | X        |           | Not Applicable  |                        | Community Member     |                 |                 |
| 242        |           | X        |           | Not Applicable  |                        | Other                |                 |                 |
| 276        |           | X        |           | Not Applicable  |                        | Retired Educator     |                 |                 |
| 277        |           | X        |           | Not Applicable  |                        | Retired Educator     |                 |                 |
| 283        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 345        |           | X        |           | Not Applicable  |                        | K-12 Parent/Guardian |                 |                 |
| 350        |           |          | X         | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 360        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 361        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |
| 360        |           | X        |           | Not Applicable  |                        | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role             | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|------------------|-----------------|-----------------|
| 361        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 363        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 364        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 365        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 375        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 376        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 377        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 378        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 382        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 384        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 393        |           | X        |           | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 403        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 407        |           |          | X         | Not Applicable  | N/A               | K-12 Teacher     |                 |                 |
| 408        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 409        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 445        |           |          | X         | Not Applicable  |                   | Other            |                 |                 |
| 446        |           |          | X         | Not Applicable  |                   | Other            |                 |                 |
| 449        |           |          | X         | Not Applicable  |                   | K-12 Teacher     |                 |                 |
| 476        |           | X        |           | Not Applicable  |                   | Higher Education |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                    | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|-------------------------|-----------------|-----------------|
| 497        |           | X        |           | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 616        | X         |          |           | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 627        | X         |          |           | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 628        | X         |          |           | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 629        | X         |          |           | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 631        | X         |          |           | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 639        |           |          | X         | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 641        |           |          | X         | Not Applicable  |                   | K-12 Administrator      |                 |                 |
| 660        |           |          | X         | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 662        |           | X        |           | Not Applicable  |                   | K-12 Parent/Guardian    |                 |                 |
| 663        |           | X        |           | Not Applicable  |                   | K-12 Parent/Guardian    |                 |                 |
| 664        |           | X        | X         | Not Applicable  |                   | K-12 Teacher            |                 |                 |
| 666        |           |          | X         | Not Applicable  | test              | Other                   |                 |                 |
| 667        |           |          | X         | Not Applicable  |                   | K-12 Parent/Guardian    |                 |                 |
| 668        |           |          | X         | Not Applicable  |                   | Elected Official        |                 |                 |
| 669        |           |          | X         | Not Applicable  |                   | Elected Official        |                 |                 |
| 671        |           |          | X         | Not Applicable  |                   | Elected Official        |                 |                 |
| 680        |           |          | X         | Not Applicable  |                   | Business Representative |                 |                 |
| 821        |           |          | X         | Not Applicable  |                   | Other                   |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|----------------------|-----------------|-----------------|
| 827        |           |          | X         | Not Applicable  |                   | Other                |                 |                 |
| 859        |           |          | X         | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 882        |           |          | X         | Not Applicable  |                   | Community Member     |                 |                 |
| 883        |           |          | X         | Not Applicable  |                   | K-12 Parent/Guardian |                 |                 |
| 900        |           |          | X         | Not Applicable  |                   | Other                |                 |                 |
| 915        |           |          | X         | Not Applicable  |                   | Elected Official     |                 |                 |
| 932        |           |          | X         | Not Applicable  |                   | K-12 Administrator   |                 |                 |
| 964        |           |          | X         | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 980        |           |          | X         | Not Applicable  |                   | K-12 Administrator   |                 |                 |
| 981        |           |          | X         | Not Applicable  |                   | K-12 Administrator   |                 |                 |
| 982        |           |          | X         | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 984        |           |          | X         | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 987        |           |          | X         | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 992        |           |          | X         | Not Applicable  |                   | K-12 Administrator   |                 |                 |
| 993        |           |          | X         | Not Applicable  |                   | Retired Educator     |                 |                 |
| 995        |           |          | X         | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 998        |           | X        |           | Not Applicable  |                   | K-12 Administrator   |                 |                 |
| 1021       |           | X        |           | Not Applicable  |                   | K-12 Teacher         |                 |                 |
| 1022       |           | X        |           | Not Applicable  |                   | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role               | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|--------------------|-----------------|-----------------|
| 1024       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1042       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1062       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1069       | X         |          |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1075       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1081       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1082       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1095       | X         |          | X         | Not Applicable  | I don't teach Math so I don't feel I have the ability to fully provide support for or against. Math teachers who are qualified should have a say. | K-12 Teacher       |                 |                 |
| 1225       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1226       |           |          | X         | Not Applicable  | I did not look over the Math standards.   | K-12 Teacher       |                 |                 |
| 1227       |           | X        |           | Not Applicable  |   | K-12 Administrator |                 |                 |
| 1229       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1230       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1231       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1237       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1241       |           | X        |           | Not Applicable  |   | Retired Educator   |                 |                 |
| 1242       |           | X        |           | Not Applicable  |   | Retired Educator   |                 |                 |
| 1243       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1245       |           | X        |           | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1246       |           |          | X         | Not Applicable  |   | K-12 Teacher       |                 |                 |
| 1256       |           |          | X         | Not Applicable  | I do not teach this subject.  | K-12 Teacher       |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 1257       |           |          | X         | Not Applicable  | I do not teach this subject.  | K-12 Teacher         |                 |                 |
| 1259       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1260       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1261       |           |          | X         | Not Applicable  | N/A   | K-12 Teacher         |                 |                 |
| 1262       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1270       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1271       |           | X        |           | Not Applicable  |   | Community Member     |                 |                 |
| 1282       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1293       |           | X        |           | Not Applicable  |   | K-12 Parent/Guardian |                 |                 |
| 1297       |           | X        |           | Not Applicable  | did not read  | K-12 Parent/Guardian |                 |                 |
| 1298       |           | X        |           | Not Applicable  | did not read  | K-12 Parent/Guardian |                 |                 |
| 1530       |           | X        |           | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1550       | X         |          |           | Not Applicable  | I am not knowledgeable enough on math concepts to make that determination | K-12 Teacher         |                 |                 |
| 1554       |           | X        |           | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1556       |           | X        |           | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1557       | X         |          |           | Not Applicable  | I am not knowledgeable enough on math concepts to make that determination | K-12 Teacher         |                 |                 |
| 1687       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1690       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1727       |           | X        |           | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1728       |           |          | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1776       |           | X        | X         | Not Applicable  |   | K-12 Teacher         |                 |                 |
| 1910       |           | X        |           | Not Applicable  |   | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment          | Role             | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|----------------------------|------------------|-----------------|-----------------|
| 1971       |           |          | X         | Not Applicable  | This does not apply to me. | K-12 Teacher     |                 |                 |
| 1972       |           |          | X         | Not Applicable  | Not applicable             | K-12 Teacher     |                 |                 |
| 1973       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 1974       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 1975       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2058       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2091       | X         |          |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2093       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2108       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2125       | X         |          |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2132       | X         |          |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2150       |           | X        |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2151       |           | X        |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2165       |           | X        |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2167       |           | X        |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2382       |           | X        |           | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2424       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2426       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2427       |           |          | X         | Not Applicable  |                            | K-12 Teacher     |                 |                 |
| 2552       |           |          | X         | Not Applicable  |                            | Community Member |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note                             | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|---|-----------------|
| 2556       | X         |          |           | Not Applicable  | 1) I am supportive of the inclusion of time and money as standards for our elementary students. These are real life skills knowledge that they need to be successful in and have practical applications.<br>2) I have heard concerns from constituents that some of the early elementary math standards do not seem developmentally appropriate. I would suggest that after the public comment period, there is an analysis or discussion about the appropriateness of the early math standards.                              | Elected Official     | early childhood psychologist were consulted |                 |
| 2581       | X         |          |           | Not Applicable  |   | K-12 Teacher         |   |                 |
| 2663       |           | X        |           | Not Applicable  |   | K-12 Teacher         |   |                 |
| 2731       | X         |          |           | Not Applicable  | I did not see anything wrong with the 2010 standards document.  | K-12 Teacher         | Non Actionable                              |                 |
| 2766       |           |          | X         | Not Applicable  |   | Retired Educator     |   |                 |
| 2814       | X         |          |           | Not Applicable  | I don't teach math, so I don't really have any comment on it.   | K-12 Teacher         |   |                 |
| 2833       | X         |          |           | Not Applicable  | The standards are essentially the same. These are good standards and providing our students a better conceptual understanding of number sense and problem solving. For standard 5NBTA3- What kind of expanded form is being targeted? For example, 143 can be $100+40+3$ or is it to be $(1 \times 100) + (4 \times 10) + (3 \times 1)$ . Students and teachers need as many clear examples to show the level of expectations. The math standards are much more defined and clear in scaffolded steps than the ELA standards. | K-12 Teacher         | Non Actionable                              |                 |
| 2834       |           |          | X         | Not Applicable  |   | K-12 Teacher         |   |                 |
| 2941       | X         |          |           | Not Applicable  | It would be helpful to<br>--Clarify the use of the math plus standards.<br>--Articulate the appropriate progression of course taking for students from Algebra 1, Geometry, and Algebra 2.<br>--Clarify the timeline for implementation of the revised standards and how AzMERIT may be affected by any changes to the standards.   | Other                |   |                 |
| 2962       |           |          | X         | Not Applicable  |   | K-12 Teacher         |   |                 |
| 2963       |           |          | X         | Not Applicable  |   | K-12 Teacher         |   |                 |
| 2988       |           | X        |           | Not Applicable  |   | K-12 Parent/Guardian |   |                 |
| 3009       |           |          | X         | Not Applicable  |   | K-12 Parent/Guardian |   |                 |
| 59         | X         |          |           | Strongly Agree  | The standards are much clearer to read and much better organized. They are broken into sub-lists and bullet points, which makes it easier for teachers to read, review, and plan.   | Other                | Not actionable                              | General Support |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 64         | X         |          |           | Strongly Agree  | The revisions were necessary and help with clarification and vertical alignment.  | K-12 Teacher         | Not actionable  | General Support |
| 74         | X         |          |           | Strongly Agree  | I like that you changed the wording from the Common Core standards so it is easier to read and understand. I like the addition of money to Kinder and 3rd grade. I like the wording changes you made to the standards and the added standards "Demonstrate understanding..." and then the "Fluently..." that makes sense that you need to demonstrate understanding before you can do it fluently.<br>Nice job- I think it's easier to read and the changes made sense. | K-12 Teacher         | Not actionable  | General Support |
| 75         | X         |          |           | Strongly Agree  | Absolutely no comparison. Much clearer objectives. Engage NY was extremely difficult to understand.   | K-12 Parent/Guardian | Not actionable  | General Support |
| 108        | X         |          |           | Strongly Agree  | Fantastic job! Thank you for making Algebra 1 and Algebra 2 their own courses. This was a lot of work, but you made these standards easier to understand and clearer for us all. Thank you teachers!  | K-12 Parent/Guardian | NA              | General Support |
| 113        | X         |          |           | Strongly Agree  | Thank you for bringing back money in the lower grades; it's an essential life skill that needs to be introduced early!  | K-12 Teacher         | NA              | Money           |
| 144        | X         |          |           | Strongly Agree  | The new Math Standards do an excellent job of fixing gaps that were in the previous standards. For example, the exclusion of standards related to money computation were missing in the previous standards, but are addressed in the new standards. This addition aids in the vertical and horizontal alignment of the standards regarding core concepts.   | K-12 Teacher         | NA              | General Support |
| 145        | X         |          |           | Strongly Agree  | The new Math Standards do an excellent job of fixing gaps that were in the previous standards. For example, the exclusion of standards related to money computation were missing in the previous standards, but are addressed in the new standards. This addition aids in the vertical and horizontal alignment of the standards regarding core concepts.   | K-12 Teacher         | NA              | General Support |
| 146        |           |          | X         | Strongly Agree  | I am not a Math expert, thus I did not read the DRAFT Standards. I trust, however, the expertise of my math colleagues, and I anticipate it is an improvement over the 2010 Math Standards.   | Other                | NA              | NA              |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note                    | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|------------------------------------|-----------------|
| 147        | X         |          |           | Strongly Agree  | The group did a great job defining and clarifying fluency. The separation of Algebra I and II was also an important step. Great job AZ teachers!   | K-12 Parent/Guardian | NA                                 | General Support |
| 159        | X         |          |           | Strongly Agree  | I have always liked the math standards so I am pleased to see no changes in the fifth grade. I do like that final mastery of adding, subtracting, multiplying, and dividing whole numbers and decimals is extended to sixth grade. Before these had to be mastered by fifth grade which was not enough time for some students. Extending it to sixth grade always are slower to develop students one more year to master these essential skills. | K-12 Teacher         | NA                                 | General Support |
| 223        | X         |          |           | Strongly Agree  | I have not read and compared the 2010 standards to these standards. I have looked over these standards with the understanding that I have of the Mathematics progression and it appears to me that the standards progress as they should through the grade levels. The only "glitch"....In 4th grade the Critical Areas section reads: "In fourth grades, instructional time should focus on three areas." There are actually FOUR areas. :)     | Other                | Edited during revision. Thank you! | General Support |
| 236        | X         |          |           | Strongly Agree  | These standards are excellent because they are exactly like the Common Core standards we had. These standards will help our students become critical thinking mathematics problems solvers!!   | K-12 Teacher         | NA                                 | General Support |
| 237        | X         |          |           | Strongly Agree  | These standards are excellent because they are exactly like the Common Core standards we had. These standards will help our students become critical thinking mathematics problems solvers!!   | K-12 Teacher         | NA                                 | General Support |
| 238        | X         |          |           | Strongly Agree  | These standards are excellent because they are exactly like the Common Core standards we had. These standards will help our students become critical thinking mathematics problems solvers!!   | K-12 Teacher         | NA                                 | General Support |
| 288        | X         |          |           | Strongly Agree  | I fully agree with the Math Standards.   | K-12 Teacher         | Non Actionable                     | General Support |
| 289        | X         |          |           | Strongly Agree  | I fully agree with the Math Standards.   | K-12 Teacher         | Non Actionable                     | General Support |
| 290        |           | X        |           | Strongly Agree  | Nothing comes easy that is valuable to many.   | K-12 Parent/Guardian | Non Actionable                     | General Support |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role             | Refinement Note | Category/ Theme             |
|------------|-----------|----------|-----------|-----------------|--|------------------|-----------------|-----------------------------|
| 308        | X         |          |           | Strongly Agree  | After reading the draft, I found that there were a few minor improvements but also some questionable choices. I do like most of the minor wording changes. I am concerned about removing square root and cube root functions from Algebra 1. Mostly I am concerned about scattering clusters of probability standards in every course. The whole point of the AZCCRS is for students to work deeply into content and by scattering the standards, you are working against the spirit of the current standards. | K-12 Teacher     | Non Actionable  | Content Specific - Algebra1 |
| 346        | X         |          |           | Strongly Agree  | I like the addition of math fluency. Students need to have automatically in learning their math facts. While the deletion of the systematic lists for 4th grade isn't something I agree with, overall excellent standards.   | K-12 Teacher     | Non Actionable  | General Support Fluency     |
| 354        | X         |          |           | Strongly Agree  | The primary grades especially continue with measurement instead of having it drop off completely and show up again in an older grade. As things progress in math, this just makes sense. I agree that it is good that mathematical practices continues.  | K-12 Teacher     | Non Actionable  | General Support             |
| 362        | X         |          |           | Strongly Agree  | The revised standards are more clear and concise than the previous standards. I do believe that comparing fractions is a higher level and more abstract skill than adding and subtracting fractions and that these two standards would be more appropriate at opposite grade levels.   | K-12 Teacher     | Non Actionable  | General Support             |
| 367        | X         |          |           | Strongly Agree  | The tweaks that were made clarify what we are to teach our students, and I appreciate the inclusion of money in the standards.   | K-12 Teacher     | Non Actionable  | General Support Money       |
| 368        | X         |          |           | Strongly Agree  | The tweaks that were made clarify what we are to teach our students, and I appreciate the inclusion of money in the standards.   | K-12 Teacher     | Non Actionable  | General Support Money       |
| 369        | X         |          |           | Strongly Agree  | The tweaks that were made clarify what we are to teach our students, and I appreciate the inclusion of money in the standards.   | K-12 Teacher     | Non Actionable  | General Support Money       |
| 448        | X         |          |           | Strongly Agree  | I am in full favor of the mathematics standards draft. We need to continue to have rigorous standards that prepare our students for a global society that they are able to compete in with other states.   | Elected Official | Non Actionable  | General Support             |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme          |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|--------------------------|
| 472        | X         |          |           | Strongly Agree  | Additions/ clarification related to what should be taught rather than "how" a teacher might choose to do that strengthens a district's ability to choose what is best/ most appropriate for it's learners. Glad that examples have been taken out so that teachers do not think that is WHAT should be taught - the examples limited the scope of the standard.<br>Positive changes related to articulation of fluency across the grades. | K-12 Parent/Guardian | Non Actionable  | General Support          |
| 473        | X         |          |           | Strongly Agree  | Additions/ clarification related to what should be taught rather than "how" a teacher might choose to do that strengthens a district's ability to choose what is best/ most appropriate for it's learners. Glad that examples have been taken out so that teachers do not think that is WHAT should be taught - the examples limited the scope of the standard.<br>Positive changes related to articulation of fluency across the grades. | K-12 Teacher         | Non Actionable  | General Support          |
| 501        | X         |          |           | Strongly Agree  | The changes were small, yet thoughtful. They reflect the collective expertise of many AZ educators who spend their days dedicated to the students in our state. Their expertise should not be discounted. The content in the AZ draft standards reflect sound educational practice. To alter them significantly would ignore what we know to be sound instructional practices; which is what the draft standards reflect.                 | K-12 Teacher         | Non Actionable  | General Support          |
| 502        | X         |          |           | Strongly Agree  | I think the standards are useful and manageable and an improvement to my classroom learning environment.  | K-12 Teacher         | Non Actionable  | General Support          |
| 527        | X         |          |           | Strongly Agree  | I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards  | K-12 Teacher         | Non Actionable  | General Support          |
| 588        | X         |          |           | Strongly Agree  | I am happy to see money is back in first grade again!   | K-12 Teacher         | Non Actionable  | Content Specific - Money |
| 592        | X         |          |           | Strongly Agree  | Loved that the topics of money and time were included in the primary grades.  | K-12 Teacher         | Non Actionable  | Content Specific - Money |
| 602        | X         |          |           | Strongly Agree  | I believe that these new standards will be better for our children.   | K-12 Parent/Guardian | Non Actionable  | General Support          |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role         | Refinement Note | Category/ Theme  |
|------------|-----------|----------|-----------|-----------------|--|--------------|-----------------|--|
| 605        | X         |          |           | Strongly Agree  | It adds important standards that students and teachers were missing in previous years. These standards add to the curriculum and make our students college and career ready.   | K-12 Teacher | Non Actionable  | General Support  |
| 609        | X         |          |           | Strongly Agree  | I appreciate the additions to K-4, for examples time & money, being added back in. I am confident teaching these standards because I know mathematicians and math experts created them. Please, I do not want the standards to be turned over to an unspecified group who may or may not have the expertise to create anything better. Our current curriculum matches these standards. My district does not have funds to purchase new curriculum if standards change drastically. | K-12 Teacher | Non Actionable  | General Support  |
| 610        | X         |          |           | Strongly Agree  | I appreciate the additions to K-4, for examples time & money, being added back in. I am confident teaching these standards because I know mathematicians and math experts created them. Please, I do not want the standards to be turned over to an unspecified group who may or may not have the expertise to create anything better. Our current curriculum matches these standards. My district does not have funds to purchase new curriculum if standards change drastically. | K-12 Teacher | Non Actionable  | General Support<br>Money   |
| 611        | X         |          |           | Strongly Agree  | I appreciate the additions to K-4, for examples time & money, being added back in. I am confident teaching these standards because I know mathematicians and math experts created them. Please, I do not want the standards to be turned over to an unspecified group who may or may not have the expertise to create anything better. Our current curriculum matches these standards. My district does not have funds to purchase new curriculum if standards change drastically. | K-12 Teacher | Non Actionable  | General Support<br>Money   |
| 612        | X         |          |           | Strongly Agree  | Yes, the additions at the 1-4 level in money and time and 7th grade probability affect my school positively. Separating the high school standards into different groups is helpful teachers who are planning math for the high school level. PLEASE BRING BACK THE EXAMPLES AFTER EACH STANDARD PLEASE.  | K-12 Teacher | Non Actionable  | General Support<br>Examples<br>Content Specific -<br>Probability |
| 613        | X         |          |           | Strongly Agree  | The addition of time and money is incredibly important. The standards kept the same are relevant and help teach a deeper understanding of mathematical concepts. Since using these standards, students are showing improved number sense, an increase in the ability to see patterns and make connections, and they are better able to articulate their mathematical reasoning.  | K-12 Teacher | Non Actionable  | General Support<br>Money   |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role         | Refinement Note                  | Category/ Theme          |
|------------|-----------|----------|-----------|-----------------|---|--------------|----------------------------------|--------------------------|
| 614        | X         |          |           | Strongly Agree  | It is an improvement,   | K-12 Teacher | Non Actionable                   | General Support          |
| 615        | X         |          |           | Strongly Agree  | It is an improvement,   | K-12 Teacher | Non Actionable                   | General Support          |
| 617        | X         |          |           | Strongly Agree  | I believe the standards were improved in areas and overall will be beneficial for all involved in education.  | K-12 Teacher | Non Actionable                   | General Support          |
| 618        | X         |          |           | Strongly Agree  | It has added important key components to the concepts that students need to learn in order to make improvements in each grade level.  | K-12 Teacher | Non Actionable                   | General Support          |
| 646        | X         |          |           | Strongly Agree  | I love that money concepts were added to more grade levels.   | K-12 Teacher | Non Actionable                   | General Support<br>Money |
| 647        | X         |          |           | Strongly Agree  | I thought they were thorough and appropriate. On K.OA.A1, I think there should be clarification through what number is expected. The standard right below it has clarification. As teachers, we would like to know.   | K-12 Teacher |                                  | Content Specific         |
| 657        | X         |          |           | Strongly Agree  | The three criteria that served as a premise for the review process (clarity, cognitive demand, and measurable) were evident throughout the work and create a clear picture for educators and educational leaders as to WHAT students should be learning at each grade level and course. Considering the big picture, the changes were minimal but are in improvement on the 2010 standards.   | K-12 Teacher | General comment. Not actionable. | General support          |
| 659        | X         |          |           | Strongly Agree  | The standards are well thought out and well laid out for even a lay person to read. What we are asking our students to do at each grade level is obtainable if the parents also do their job being a parent. A teacher can not be the only one responsible for the student's knowledge. We also need to hold the students accountable for their learning...if they are not proficient, they don't move on. It is difficult to get a 7th grader proficient in something when they lack 3rd grade skills. | K-12 Teacher | General comment. Not actionable. | General support          |
| 672        | X         |          |           | Strongly Agree  | LOVE the "critical areas", The placemat format with the current standards is a nice quick reference. Having both available would be helpful. Please adopt these standards as is.  | K-12 Teacher | General comment. Not actionable. |                          |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role               | Refinement Note                  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|--------------------|----------------------------------|-----------------|
| 674        | X         |          |           | Strongly Agree  | Vertical alignment just makes sense! I'm relieved that it was preserved. I'm especially glad to see the clarifications in Algebra 1 and 2, which helps teachers plan aligned instruction without wasting valuable time. Additionally, power standards were very much needed for the teachers designing instruction for those advanced courses, allowing for validity when comparing achievement school to school. | K-12 Teacher       | General comment. Not actionable. |                 |
| 681        | X         |          |           | Strongly Agree  | Yes. It seems more precise and locked up.   | K-12 Teacher       | General comment. Not actionable. |                 |
| 682        | X         |          |           | Strongly Agree  | The refined word choices and removal of redundant standards is helpful to making the standards coherent.  | K-12 Teacher       | General comment. Not actionable. |                 |
| 683        | X         |          |           | Strongly Agree  | I really like the explanation added to the standards. It takes away the questions and clearly explains what the students are responsible for learning.  | K-12 Administrator | General comment. Not actionable. |                 |
| 684        | X         |          |           | Strongly Agree  | I really like the explanation added to the standards. It takes away the questions and clearly explains what the students are responsible for learning.  | K-12 Administrator | General comment. Not actionable. |                 |
| 685        | X         |          |           | Strongly Agree  | I really like the explanation added to the standards. It takes away the questions and clearly explains what the students are responsible for learning.  | K-12 Administrator | General comment. Not actionable. |                 |
| 802        | X         |          |           | Strongly Agree  | Yes, the standards are more clear and rigorous at each grade level.   | K-12 Teacher       | General comment. Not actionable. |                 |
| 822        | X         |          |           | Strongly Agree  | It is easier to read and understand what the expectations are.  | K-12 Administrator | General comment. Not actionable. |                 |
| 823        | X         |          |           | Strongly Agree  | It is easier to read and understand what the expectations are.  | K-12 Administrator | General comment. Not actionable. |                 |
| 843        | X         |          |           | Strongly Agree  | Removing the examples is a good choice. It makes the standards easier to understand.  | K-12 Teacher       | General comment. Not actionable. |                 |
| 848        | X         |          |           | Strongly Agree  | Well thought out and challenges students.   | K-12 Teacher       | General comment. Not actionable. |                 |
| 1059       | X         |          |           | Strongly Agree  | The time progression for time and money instruction has been refined and clear expectations are stated.   | K-12 Administrator | General comment. Not actionable. |                 |
| 1061       | X         |          |           | Strongly Agree  | This is a major improvement. I notice only a few standards that have been moved or added. Removing the embedded examples unclutters the standard and makes it much easier to read.  | K-12 Teacher       | General comment. Not actionable. |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role               | Refinement Note                  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|--------------------|----------------------------------|-----------------|
| 1084       | X         |          |           | Strongly Agree  | The general categories stayed the same which will be good for our veteran math teachers. The grouping of examples below each category is great and limited so you don't get overwhelmed. One thing in particular I LOVED was the incorporation of persuasive/argumentative writing in math! Use data to prove your point! As a Title I Specialist, that is a very big part of my job and it is very powerful!  | K-12 Teacher       | General comment. Not actionable. |                 |
| 1085       | X         |          |           | Strongly Agree  | I like that the standards were split into specific courses and clarifications where made.  | K-12 Teacher       | General comment. Not actionable. |                 |
| 1092       | X         |          |           | Strongly Agree  | You have learned from the 2010 standards and have crafted new ones in line with what we have learned from two years of testing with AZMerit.   | K-12 Administrator | General comment. Not actionable. |                 |
| 1093       | X         |          |           | Strongly Agree  | You have learned from the 2010 standards and have crafted new ones in line with what we have learned from two years of testing with AZMerit.   | K-12 Administrator | General comment. Not actionable. |                 |
| 1102       | X         |          |           | Strongly Agree  | I highly encourage the board to approve these revised standards.   | K-12 Administrator | General comment. Not actionable. |                 |
| 1103       | X         |          |           | Strongly Agree  | I highly encourage the board to approve these revised standards.   | K-12 Administrator | General comment. Not actionable. |                 |
| 1104       | X         |          |           | Strongly Agree  | As a second grade teacher I focused my reading on the standards for second grade only.<br>I like the clear formatting of the new standards. Very concise.  | K-12 Teacher       | General comment. Not actionable. |                 |
| 1185       | X         |          |           | Strongly Agree  | This DRAFT of the Mathematical standards does a great job in clarifying the expectations for learning. The standards are high and rigorous.  | Community Member   | General comment. Not actionable. |                 |
| 1215       | X         |          |           | Strongly Agree  | I agree  | K-12 Teacher       |                                  |                 |
| 1265       | X         |          |           | Strongly Agree  | I'm only answering in regard to the K standards: There don't seem to be too many changes, but I do like that we are introducing decomposing numbers, more work on place value, and more algebraic thinking as these skills will all be built upon in subsequent grades. Also, there seems to be a big increase in the rigor of mathematical practices. I like that we are encouraging our students to think at DOK levels 3 and 4, as that is the foundation of a solid mathematics curriculum from K on up. | K-12 Teacher       | General comment. Not actionable. |                 |
| 1272       | X         |          |           | Strongly Agree  | I am satisfied with the proposal.  | K-12 Administrator | General comment. Not actionable. |                 |
| 1301       | X         |          |           | Strongly Agree  | Good clarification of standards. Reasonable balance of skills throughout grade levels.   | K-12 Teacher       | General comment. Not actionable. |                 |
| 1302       | X         |          |           | Strongly Agree  | Good clarification of standards. Reasonable balance of skills throughout grade levels.   | K-12 Teacher       | General comment. Not actionable. |                 |
| 1307       | X         |          |           | Strongly Agree  | Adding money and time through the early grades is very important. The standards are much easier to read.   | K-12 Teacher       | General comment. Not actionable. |                 |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note                  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|----------------------------------|-----------------|
| 1324       | X         |          |           | Strongly Agree  | The Board should approve the 2016 Arizona Draft Mathematics Standards. The improvement and adjustments that were made make sense and clarify the expectation of the standards without prescribing how to teach it or what to use to teach it.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1328       | X         |          |           | Strongly Agree  | It is very helpful that the standards have specifically outlined which standards go to each course.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1329       | X         |          |           | Strongly Agree  | The new high school math standards have been clarified to identify who will teach what at each level.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1330       | X         |          |           | Strongly Agree  | Algebra 1 and 2 clarification was needed!  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1331       | X         |          |           | Strongly Agree  | High School standards (specifically Algebra 1 and Algebra II) are more clearly defined and specific. Before, the high school standards required each site to differentiate and select focus standards per grade level or course. Now, those are delineated more specifically. A definite improvement.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1340       | X         |          |           | Strongly Agree  | The high school standards are much more clear than in the previous Arizona standards, leaving less room for confusion between schools and districts,   | K-12 Teacher         | General comment. Not actionable. |                 |
| 1341       | X         |          |           | Strongly Agree  | The high school standards are much more clear than in the previous Arizona standards, leaving less room for confusion between schools and districts,   | K-12 Teacher         | General comment. Not actionable. |                 |
| 1342       | X         |          |           | Strongly Agree  | It is more clear at the high school level as to the courses being taught are teaching what standards.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1344       | X         |          |           | Strongly Agree  | The draft standards are clearer and easier to understand.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1345       | X         |          |           | Strongly Agree  | The draft standards are clearer and easier to understand.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1346       | X         |          |           | Strongly Agree  | The draft standards are clearer and easier to understand.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1347       | X         |          |           | Strongly Agree  | The draft standards are clearer and easier to understand.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1348       | X         |          |           | Strongly Agree  | The draft standards are clearer and easier to understand.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1349       | X         |          |           | Strongly Agree  | The draft standards are clearer and easier to understand.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1354       | X         |          |           | Strongly Agree  | Defining fluency and grade level expectations for fluency is helpful. I also like adding an introduction to money back in 1st grade.   | K-12 Teacher         | General comment. Not actionable. |                 |
| 1379       | X         |          |           | Strongly Agree  | I strongly feel that these standards should be accepted. These standards have forced educators to learn more about the standards and shift their instruction to teach kids a deeper understanding of the mathematics. The journey is not over, but throwing out these standards would be negligent considering the amount of resources both the State and school districts have put toward standards that make a lot of sense. | K-12 Parent/Guardian | General comment. Not actionable. |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note                  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|----------------------------------|-----------------|
| 1381       | X         |          |           | Strongly Agree  | I strongly feel that these standards should be accepted. These standards have forced educators to learn more about the standards and shift their instruction to teach kids a deeper understanding of the mathematics. The journey is not over, but throwing out these standards would be negligent considering the amount of resources both the State and school districts have put toward standards that make a lot of sense. | K-12 Parent/Guardian | General comment. Not actionable. |                 |
| 1382       | X         |          |           | Strongly Agree  | I strongly feel that these standards should be accepted. These standards have forced educators to learn more about the standards and shift their instruction to teach kids a deeper understanding of the mathematics. The journey is not over, but throwing out these standards would be negligent considering the amount of resources both the State and school districts have put toward standards that make a lot of sense. | K-12 Parent/Guardian | General comment. Not actionable. |                 |
| 1383       | X         |          |           | Strongly Agree  | I strongly feel that these standards should be accepted. These standards have forced educators to learn more about the standards and shift their instruction to teach kids a deeper understanding of the mathematics. The journey is not over, but throwing out these standards would be negligent considering the amount of resources both the State and school districts have put toward standards that make a lot of sense. | K-12 Parent/Guardian | General comment. Not actionable. |                 |
| 1392       | X         |          |           | Strongly Agree  | I have reviewed the new standards. I like them and hope that you adopt them. Thank you for removing the examples. This clarifies the difference between standards and curriculum.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1393       | X         |          |           | Strongly Agree  | I focused heavily on looking at first, second, and third grade.  | K-12 Teacher         | General comment. Not actionable. |                 |
| 1427       | X         |          |           | Strongly Agree  | I looked at the elementary standards. Please adopt these standards.  | Community Member     | General comment. Not actionable. |                 |
| 1452       | X         |          |           | Strongly Agree  | These are an improvement and there are much easier for me as a parent to understand and follow.  | K-12 Parent/Guardian | General comment. Not actionable. |                 |
| 1453       | X         |          |           | Strongly Agree  | The Mathematics standards are more progressive and are easier for teachers to interpret. The addition of the progression of money and time standards will be beneficial to students and teachers. Also, the addition of fluency to the standards will help build students skills early on.   | K-12 Parent/Guardian | General comment. Not actionable. |                 |
| 1454       | X         |          |           | Strongly Agree  | The changes are appropriate for my child and I agree with the changes for my child.  | K-12 Parent/Guardian | General comment. Not actionable. |                 |
| 1455       | X         |          |           | Strongly Agree  | The changes are appropriate for my child and I agree with the changes for my child.  | K-12 Parent/Guardian | General comment. Not actionable. |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                    | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|-------------------------|--|-----------------|
| 3016       | X         |          |           | Strongly Agree  | There is obviously a lot of work and expertise that went into these standards. They are clear, relevant and beneficial. Why don't the critical areas match the content emphasis in assessment? For instance, elementary geometry is not major content in the elementary grades in the content emphasis but is mentioned in the critical areas throughout. Shouldn't these be the same? There are several other discrepancies as well. | K-12 Parent/Guardian    | Review group on 11/2 determined that the Critical Areas do need to match the Major Content Emphasis. |                 |
| 1094       | X         |          |           | Strongly Agree  |   | Other                   |  |                 |
| 49         | X         |          |           | Strongly Agree  |   | K-12 Teacher            |  |                 |
| 105        | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian    |  |                 |
| 106        | X         |          |           | Strongly Agree  |   | Community Member        |  |                 |
| 107        | X         |          |           | Strongly Agree  |   | Business Representative |  |                 |
| 110        | X         |          |           | Strongly Agree  |   | Retired Educator        |  |                 |
| 119        | X         |          |           | Strongly Agree  |   | Community Member        |  |                 |
| 134        |           | X        |           | Strongly Agree  |   | K-12 Teacher            |  |                 |
| 168        | X         |          |           | Strongly Agree  |   | K-12 Teacher            |  |                 |
| 174        | X         |          |           | Strongly Agree  |   | Business Representative |  |                 |
| 220        | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian    |  |                 |
| 221        | X         |          |           | Strongly Agree  |   | K-12 Teacher            |  |                 |
| 225        | X         |          |           | Strongly Agree  |   | K-12 Teacher            |  |                 |
| 230        | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian    |  |                 |
| 239        | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian    |  |                 |
| 249        | X         |          |           | Strongly Agree  |   | K-12 Teacher            |  |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|----------------------|-----------------|-----------------|
| 291        | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 292        | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 293        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 341        |           | X        |           | Strongly Agree  |                   | Higher Education     |                 |                 |
| 342        |           | X        |           | Strongly Agree  |                   | Higher Education     |                 |                 |
| 343        |           | X        |           | Strongly Agree  |                   | Higher Education     |                 |                 |
| 344        |           |          | X         | Strongly Agree  |                   | Higher Education     |                 |                 |
| 357        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 366        | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 443        |           |          | X         | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 444        |           |          | X         | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 496        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 606        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 607        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 608        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 619        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 622        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 634        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 635        | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |

### Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                    | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|-------------------------|-----------------|-----------------|
| 654        | X         |          |           | Strongly Agree  |                   | Other                   |                 |                 |
| 655        | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian    |                 |                 |
| 832        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 833        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 834        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 835        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 836        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 837        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 838        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 839        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 840        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 841        | X         |          |           | Strongly Agree  | Same as ELA.      | K-12 Teacher            |                 |                 |
| 1011       | X         |          |           | Strongly Agree  |                   | K-12 Teacher            |                 |                 |
| 1012       | X         |          |           | Strongly Agree  |                   | K-12 Teacher            |                 |                 |
| 1013       | X         |          |           | Strongly Agree  |                   | K-12 Teacher            |                 |                 |
| 1058       | X         |          |           | Strongly Agree  |                   | K-12 Teacher            |                 |                 |
| 1060       | X         |          |           | Strongly Agree  |                   | K-12 Teacher            |                 |                 |
| 1063       | X         |          |           | Strongly Agree  |                   | Business Representative |                 |                 |
| 1071       | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian    |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|----------------------|-----------------|-----------------|
| 1072       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1094       | X         |          |           | Strongly Agree  |                   | Other                |                 |                 |
| 1096       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1097       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1098       | X         |          |           | Strongly Agree  |                   | Higher Education     |                 |                 |
| 1099       | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 1100       | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 1101       | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 1219       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1220       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1221       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1224       |           |          | X         | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1235       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1236       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1238       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1239       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1240       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1247       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1250       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1254       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1273       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1274       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|-------------------|----------------------|-----------------|-----------------|
| 1283       | X         |          |           | Strongly Agree  |                   | K-12 Administrator   |                 |                 |
| 1284       | X         |          |           | Strongly Agree  |                   | K-12 Administrator   |                 |                 |
| 1285       | X         |          |           | Strongly Agree  |                   | K-12 Administrator   |                 |                 |
| 1286       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1287       | X         |          |           | Strongly Agree  |                   | K-12 Administrator   |                 |                 |
| 1289       | X         |          |           | Strongly Agree  |                   | K-12 Parent/Guardian |                 |                 |
| 1303       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1305       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1306       | X         |          |           | Strongly Agree  |                   | Other                |                 |                 |
| 1315       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1317       |           | X        |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1318       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1338       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1351       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1352       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1353       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1357       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1358       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1366       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1397       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1398       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |
| 1418       | X         |          |           | Strongly Agree  |                   | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 1419       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1420       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1447       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1431       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1458       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1459       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1460       | X         |          |           | Strongly Agree  | The standards allow my children to be successful mathematicians who are able to think flexibly about numbers. They are able to utilize more mental strategies than with just traditional U.S. algorithms and I can see them using perseverance that they have not had in the past. The mathematical practices have helped my children develop grit.   | K-12 Parent/Guardian | Non Actionable  |                 |
| 1464       | X         |          |           | Strongly Agree  |   | Retired Educator     |                 |                 |
| 1466       | X         |          |           | Strongly Agree  |   | Retired Educator     |                 |                 |
| 1473       | X         |          |           | Strongly Agree  | The DRAFT of the Mathematics Standards is an improvement compared to Arizona's current standards (2010). As a parent of adult children that were schooled in Arizona from (1996-2009) I believe their education was not as strong as Arizona children that are in schools today. Volunteering in schools these past 6 years and the content is so much stronger and rigorous than what my children were challenged with. We need to be a competitive state and country and these standards help achieve that. | K-12 Parent/Guardian | Non Actionable  |                 |
| 1474       | X         |          |           | Strongly Agree  | Yes! The revisions are an improvement and is better for my child as she continues her K-12 experience.  | K-12 Parent/Guardian | Non Actionable  |                 |
| 1478       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1479       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1480       | X         |          |           | Strongly Agree  | I love the changes that were made. The standards keep with the math progression and still incorporate the mathematical practices. Thank you for doing this! I also appreciate the more defined explanation of what fluency is.  | K-12 Teacher         | Non Actionable  |                 |
| 1481       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 1482       | X         |          |           | Strongly Agree  | We have been working with these standards for several years now. The level of rigor that is expected of our students is appropriate and achievable. We have clear progressions from grade level to grade level that advance students through concepts/skills necessary to develop as mathematicians.  | K-12 Teacher         | Non Actionable  |                 |
| 1484       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1494       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1497       | X         |          |           | Strongly Agree  | Yes - making the progression of learning over the years is definitely an improvement to the standards. They are appropriate for students and will help Arizona convey a higher standard for our students.   | K-12 Administrator   | Non Actionable  |                 |
| 1498       | X         |          |           | Strongly Agree  |   | Community Member     |                 |                 |
| 1499       | X         |          |           | Strongly Agree  | I am a Math Coach in the Kyrene School District. The draft of the standards are an improvement and I strongly agree that these standards are a must for our students in Arizona to compete with other states as well as for our children to excel in the future.  | K-12 Teacher         | Non Actionable  |                 |
| 1500       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1502       | X         |          |           | Strongly Agree  | As a Math Coach in the Kyrene School District, I have reviewed the Draft Standards and agree with the revisions. The high expectations are preparing students to be productive and valued citizens. Students make connections between what is being taught in ELA and Math and are able to use what they have learned to understand and solve problems, Students persevere through difficult problems and enjoy success from collaborating with others. | K-12 Teacher         | non Actionable  |                 |
| 1503       | X         |          |           | Strongly Agree  | My children are interpreting and understanding real-world situations that require them to think mathematically. The rigor and challenge of the standards continue to keep my children prepared for application in real life settings.   | K-12 Parent/Guardian | non Actionable  |                 |
| 1507       | X         |          |           | Strongly Agree  |   | Community Member     |                 |                 |
| 1508       |           |          | X         | Strongly Agree  |   | Retired Educator     |                 |                 |
| 1509       | X         |          |           | Strongly Agree  |   | Community Member     |                 |                 |
| 1510       | X         |          |           | Strongly Agree  |   | Retired Educator     |                 |                 |
| 1513       | X         |          |           | Strongly Agree  | Excellent changes! Students will be well prepared to enter college with this progression of learning identified in the standards.   | Higher Education     | non Actionable  |                 |
| 1516       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|-----------------|-----------------|
| 1519       | X         |          |           | Strongly Agree  | I am strongly in favor of the standards set forth in this revision. In keeping our standards rigorous and on par with the standards found in other parts of our country, we ensure that our children will be educated and ready to contribute to society. It is essential that we keep moving forward with our improvement efforts in schools and educate our students to be flexible, efficient problem solvers that will take on future problems. These standards will keep us on track.                       | Community Member     | non Actionable  |                 |
| 1524       | X         |          |           | Strongly Agree  | My wife is an educator and she is an incredible teacher. She is dedicated to her students and school. These standards are an improvement and need to stay in order for teachers to remain dedicated and not continually feel defeated in this state. Wake up Arizona - where is the funding coming from anyway?  | Community Member     | non Actionable  |                 |
| 1525       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1528       | X         |          |           | Strongly Agree  | As a parent I support these standards. I am very thankful to the trained professionals, the teachers, who helped to revise the standards. They are the ones who need to be making these decisions.   | K-12 Parent/Guardian | non Actionable  |                 |
| 1529       | X         |          |           | Strongly Agree  | These improvements have clarified the standards and made positive changes to the few areas that needed to be revised. I feel that both the 2010 and the draft math standards have greatly increased the rigor for mathematics in Arizona and have raised the bar for students so we can work towards being a mathematically literate state. I strongly support these standards and am proud to teach them and support teachers in the implementation and teaching of the strong math understanding they provide. | K-12 Teacher         | non Actionable  |                 |
| 1531       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1533       | X         |          |           | Strongly Agree  | I have spent 15 years in Arizona public education and these standards are what's best for children. Not only do I see students understand mathematics more deeply than in the past, I see them make sense of problems and excited about math. Students who are unable to memorize procedures and formulas, are now able apply strategies that work for them. They aren't feeling as defeated like they used to when they were asked to just produce an answer. They now have the skills to reason and justify.   | K-12 Teacher         | non Actionable  |                 |
| 1534       | X         |          |           | Strongly Agree  |  | Community Member     |                 |                 |
| 1537       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1540       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role             | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|------------------|------------------|-----------------|
| 1541       | X         |          |           | Strongly Agree  | This state has made a lot of progress in improving the education our children receive in our schools. These math standards provide a clear roadmap for each step of their education in mathematics. The problem solving and deep level thinking that is developed in our students will help them compete in a 21st century workplace. We need to stay on this path and continue to grow our children and our state with these standards as the guide.                   | Community Member | Non Actionable   |                 |
| 1542       | X         |          |           | Strongly Agree  | I have reviewed the draft standards and support them for these three reasons. 1. The vertical and horizontal progressions stay true to the teaching and learning and understanding of mathematics. 2. The definition of fluency was much needed and appreciate how students can use methods and strategies as a vehicle to become fluent in mathematics not just a drill and kill model 3. Appreciate the narratives of the mathematical practices at each grade level. | K-12 Teacher     | Non Actionable   |                 |
| 1543       | X         |          |           | Strongly Agree  | I have reviewed the draft standards and support them for these three reasons. 1. The vertical and horizontal progressions stay true to the teaching and learning and understanding of mathematics. 2. The definition of fluency was much needed and appreciate how students can use methods and strategies as a vehicle to become fluent in mathematics not just a drill and kill model 3. Appreciate the narratives of the mathematical practices at each grade level. | K-12 Teacher     | Repeated comment |                 |
| 1544       | X         |          |           | Strongly Agree  | I have reviewed the draft standards and support them for these three reasons. 1. The vertical and horizontal progressions stay true to the teaching and learning and understanding of mathematics. 2. The definition of fluency was much needed and appreciate how students can use methods and strategies as a vehicle to become fluent in mathematics not just a drill and kill model 3. Appreciate the narratives of the mathematical practices at each grade level. | K-12 Teacher     | Repeated comment |                 |
| 1545       | X         |          |           | Strongly Agree  | I have reviewed the draft standards and support them for these three reasons. 1. The vertical and horizontal progressions stay true to the teaching and learning and understanding of mathematics. 2. The definition of fluency was much needed and appreciate how students can use methods and strategies as a vehicle to become fluent in mathematics not just a drill and kill model 3. Appreciate the narratives of the mathematical practices at each grade level. | K-12 Teacher     | Repeated comment |                 |
| 1546       | X         |          |           | Strongly Agree  | I have reviewed the draft standards and support them for these three reasons. 1. The vertical and horizontal progressions stay true to the teaching and learning and understanding of mathematics. 2. The definition of fluency was much needed and appreciate how students can use methods and strategies as a vehicle to become fluent in mathematics not just a drill and kill model 3. Appreciate the narratives of the mathematical practices at each grade level. | K-12 Teacher     | Repeated comment |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|------------------|-----------------|
| 1547       | X         |          |           | Strongly Agree  | I have reviewed the draft standards and support them for these three reasons. 1. The vertical and horizontal progressions stay true to the teaching and learning and understanding of mathematics. 2. The definition of fluency was much needed and appreciate how students can use methods and strategies as a vehicle to become fluent in mathematics not just a drill and kill model 3. Appreciate the narratives of the mathematical practices at each grade level. | K-12 Teacher         | Repeated comment |                 |
| 1548       | X         |          |           | Strongly Agree  | I have enjoyed my conversations with my children about the increased expectations from their high school classes. They are both appreciative of the skills that they are learning that they feel will prepare them for college and success as productive citizens. As strong and motivated students, they are thankful for the higher expectations because they are concerned about being prepared to compete with their peers as the engineering job market.           | Community Member     | repeated comment |                 |
| 1552       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                  |                 |
| 1555       | X         |          |           | Strongly Agree  | I am a small business owner of a PR firm. Arizona needs to remain strong in the education field and maintain these standards. Working in the media I see and hear so much nabout education throughout the nation. Arizona needs to keep these standards to remain in the playing field with other states. Stay on course Arizona!!  | Media                |                  |                 |
| 1586       | X         |          |           | Strongly Agree  | I strongly agree with the new draft of the Mathematics standards and hope that you move to adopt them. They are clear and concise from an instructors perspective and good for student learning.  | K-12 Teacher         | Non Actionable   |                 |
| 1589       | X         |          |           | Strongly Agree  | I strongly agree with the new draft of the Mathematics standards and hope that you move to adopt them. They are clear and concise from an instructors perspective and good for student learning.  | K-12 Teacher         | Non Actionable   |                 |
| 1649       | X         |          |           | Strongly Agree  | I appreciate the work that has went into the revisions that have been made to these standards. I urge you to move forward to adopt these new drafts.  | Community Member     | Non Actionable   |                 |
| 1654       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                  |                 |
| 1658       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                  |                 |
| 1659       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                  |                 |
| 1662       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                  |                 |
| 1663       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                  |                 |
| 1666       | X         |          |           | Strongly Agree  |   | Higher Education     |                  |                 |
| 1670       | X         |          |           | Strongly Agree  | Yes, I believe they are clearer and easier to understand.   | K-12 Teacher         | Non Actionable   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment  | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|--|----------------------|-----------------|-----------------|
| 1671       | X         |          |           | Strongly Agree  | Please adopt these revisions. The cross-grade level progression is much better!  | K-12 Parent/Guardian | Non Actionable  |                 |
| 1672       | X         |          |           | Strongly Agree  | Please adopt these revisions. The cross-grade level progression is much better!  | K-12 Parent/Guardian | Non Actionable  |                 |
| 1674       | X         |          |           | Strongly Agree  | YES! I love the improvements and that we have had the opportunity to personalize the standards for Arizona's students! Thank you for including teachers and other educators in the process. As a professional educator, I appreciate that the standards have been revised by professionals with experience working with students and professional standards. | K-12 Teacher         | Non Actionable  |                 |
| 1678       | X         |          |           | Strongly Agree  |  | K-12 Student         |                 |                 |
| 1679       | X         |          |           | Strongly Agree  |  | Other                |                 |                 |
| 1680       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1683       | X         |          |           | Strongly Agree  | Clarity is always a bonus.   | K-12 Teacher         | Non Actionable  |                 |
| 1684       | X         |          |           | Strongly Agree  | These proposed standards are acceptable as presented.  | K-12 Teacher         | Non Actionable  |                 |
| 1685       | X         |          |           | Strongly Agree  | These proposed standards are acceptable as presented.  | K-12 Teacher         | Non Actionable  |                 |
| 1686       |           | X        |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1691       | X         |          |           | Strongly Agree  | I think that time and money were important strands to add. I think the standards have been simplified and are easy for non-educators to read. I think they will be helpful to our community and families in understanding what is being taught in the classroom.   | K-12 Teacher         | Non Actionable  |                 |
| 1694       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1695       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1696       | X         |          |           | Strongly Agree  |  | Retired Educator     |                 |                 |
| 1697       | X         |          |           | Strongly Agree  |  | Community Member     |                 |                 |
| 1701       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1703       | X         |          |           | Strongly Agree  |  | Community Member     |                 |                 |
| 1712       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1723       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale | Standards Comment   | Role                 | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 1729       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1730       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1733       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1738       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1739       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1740       | X         |          |           | Strongly Agree  | Good sequence of standards to build upon  | K-12 Teacher         | Non Actionable  |                 |
| 1741       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1742       | X         |          |           | Strongly Agree  | The standards build upon each other.  | K-12 Teacher         | Non Actionable  |                 |
| 1743       | X         |          |           | Strongly Agree  | These standards are appropriate in rigor and challenge our students to do and be better               | K-12 Teacher         | Non Actionable  |                 |
| 1744       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1745       | X         |          |           | Strongly Agree  | These standards are appropriate in rigor and challenge our students to do and be better               | K-12 Teacher         | Non Actionable  |                 |
| 1746       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1747       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1748       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1749       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1750       | X         |          |           | Strongly Agree  |   | Community Member     |                 |                 |
| 1751       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1752       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 1753       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1754       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1755       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 1757       | X         |          |           | Strongly Agree  | These are the standards we, as teachers, have been waiting for. Please do not take them away from us. | K-12 Teacher         | Non Actionable  |                 |

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|------------|-----------|----------|-----------|-----------------|--|----------------------|-----------------|-----------------|
| 1758       | X         |          |           | Strongly Agree  |  | Retired Educator     |                 |                 |
| 1759       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1760       | X         |          |           | Strongly Agree  |  | K-12 Student         |                 |                 |
| 1761       | X         |          |           | Strongly Agree  |  | K-12 Student         |                 |                 |
| 1762       | X         |          |           | Strongly Agree  |  | Retired Educator     |                 |                 |
| 1763       | X         |          |           | Strongly Agree  |  | K-12 Administrator   |                 |                 |
| 1767       | X         |          |           | Strongly Agree  |  | K-12 Administrator   |                 |                 |
| 1769       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1770       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1771       | X         |          |           | Strongly Agree  |  | K-12 Student         |                 |                 |
| 1772       | X         |          |           | Strongly Agree  |  | K-12 Student         |                 |                 |
| 1774       | X         |          |           | Strongly Agree  | The Math standards have not been thoroughly changed, which is a good thing, but the little refinements are an improvement because it gives teachers clarity to hone in on critical content and students to access age appropriate material that have been scaffolded through the current standards from previous grades. | K-12 Teacher         | Non Actionable  |                 |
| 1777       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1778       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1780       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                 |                 |
| 1781       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1783       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                 |                 |
| 1787       | X         |          |           | Strongly Agree  |  | Community Member     |                 |                 |
| 1789       | X         |          |           | Strongly Agree  |  | Community Member     |                 |                 |
| 1791       | X         |          |           | Strongly Agree  |  | Community Member     |                 |                 |

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|------------|-----------|----------|-----------|-----------------|--|----------------------|------------------|-----------------|
| 1807       | X         |          |           | Strongly Agree  | I feel that the improvement to the math standards makes the kindergarten standards easier to understand and comprehend. The current (2010) standards include so much in each standard that it is hard to break down what is required. The improvement to the standards makes it easier to understand and sets clearer expectations of what needs to be taught. | K-12 Teacher         | Non Actionable   |                 |
| 1818       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |
| 1846       | X         |          |           | Strongly Agree  | I like how they condensed each standard and made it more understandable.   | K-12 Teacher         | Non Actionable   |                 |
| 1847       | X         |          |           | Strongly Agree  | I like how they condensed each standard and made it more understandable.   | K-12 Teacher         | Non Actionable   |                 |
| 1851       | X         |          |           | Strongly Agree  | Good to see coin identification is included.   | K-12 Teacher         | Non Actionable   |                 |
| 1852       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |
| 1854       | X         |          |           | Strongly Agree  | I have examined the mathematics standards and like the improvements that have been added.  | K-12 Teacher         | Non Actionable   |                 |
| 1859       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |
| 1862       | X         |          |           | Strongly Agree  | I like these changes.  | K-12 Parent/Guardian |                  |                 |
| 1864       | X         |          |           | Strongly Agree  | I find it very helpful that money was added to the first grade standard so of money didn't fall on second grade.   | K-12 Teacher         | Non Actionable   |                 |
| 1874       | X         |          |           | Strongly Agree  | They are including standards that we have been teaching for years.   | K-12 Teacher         | Non Actionable   |                 |
| 1884       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |
| 1891       | X         |          |           | Strongly Agree  | I agree the draft of the Mathematics Standards is an improvement compared to Arizona's current standards from 2010. I like the addition of money to the standards.   | K-12 Teacher         | Non Actionable   |                 |
| 1892       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |
| 1901       | X         |          |           | Strongly Agree  | I strongly believe because the standards are clear and includes money.   | K-12 Teacher         | Non Actionable   |                 |
| 1902       | X         |          |           | Strongly Agree  | I strongly believe because the standards are clear and includes money.   | K-12 Teacher         | repeated comment |                 |
| 1906       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |
| 1908       | X         |          |           | Strongly Agree  | Easier to understand.  | K-12 Teacher         |                  |                 |
| 1909       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                  |                 |



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|------------|-----------|----------|-----------|-----------------|--|----------------------|--|-----------------|
| 1913       | X         |          |           | Strongly Agree  | It is very easy and I appreciate the format. The loss of the examples is the only thing I do not especially like, but I understand that they are limiting to many teachers and administrators.   | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1914       | X         |          |           | Strongly Agree  | It is very easy and I appreciate the format. The loss of the examples is the only thing I do not especially like, but I understand that they are limiting to many teachers and administrators.   | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1916       | X         |          |           | Strongly Agree  | Easy to read and the changes that were made were minimal and justifiable. I miss the examples but it does make the document less overwhelming.   | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1917       | X         |          |           | Strongly Agree  | Easy to read and the changes that were made were minimal and justifiable. I miss the examples but it does make the document less overwhelming.   | K-12 Teacher         | Extended examples will be included in support documents. |                 |
| 1918       | X         |          |           | Strongly Agree  | As a teacher of "plus" courses (PreCalc and Calc AB) my students generally come prepared for these courses with the scope of the material that they have learned in previous courses. I regret that matrix work has been removed from the Algebra II curriculum, meaning that student's first exposure to matrices is in preCalculus. The standards that we are using in AZ seem sufficient to meet the academic needs of our students and prepare them for a quality collegiate experience. | K-12 Teacher         |  |                 |
| 1923       | X         |          |           | Strongly Agree  | I am very grateful that the standards for Algebra 1 and Algebra 2 have been separated. This definitely leads to a better understanding of what should be covered in each course. I like the focus statements added to some of the standards. I do not mind that the examples were removed from the standards since they are not really standards, but I hope examples will be provided in a different document. Overall, I like the standards as well as the 2016 changes to the standards.  | K-12 Teacher         | Non Actionable   |                 |
| 1936       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |  |                 |
| 1937       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |  |                 |
| 1938       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |  |                 |
| 1939       | X         |          |           | Strongly Agree  |  | Other                |  |                 |
| 1940       | X         |          |           | Strongly Agree  |  | Community Member     |  |                 |
| 1941       | X         |          |           | Strongly Agree  |  | Community Member     |  |                 |
| 1942       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |  |                 |
| 1948       | X         |          |           | Strongly Agree  | Thank you revisiting and making modifications.   | K-12 Teacher         | Non Actionable   |                 |

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|------------|-----------|----------|-----------|-----------------|---|----------------------|---|-----------------|
| 1949       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1950       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1951       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1952       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1953       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1954       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1955       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1956       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1963       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1964       | X         |          |           | Strongly Agree  | The elimination of examples helps avoid confusion on the limit of the standard. The progression of probability will help students understand probability since there will no longer be such a jump between exposure. The separation of Algebra I, Geometry, Algebra II and the Plus standards was desperately needed. In the Algebra I Critical Areas (3) What does "Students extend the laws of exponents to integer exponents involving square and cube roots" mean, and where does it appear in the standards? | K-12 Administrator   | prior to Algebra 1, student only used whole number exponents, this now extends to integers to show a clear progression in learning. |                 |
| 1978       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1979       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 1980       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 2007       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |   |                 |
| 2008       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |   |                 |
| 2009       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |   |                 |
| 2053       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 2057       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |   |                 |
| 2059       | X         |          |           | Strongly Agree  | There is no comparison. The 2010 standards did not support the higher level thinking needed to compete globally in mathematics and problem solving.   | K-12 Administrator   | General comment. Not actionable.  |                 |

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|------------|-----------|----------|-----------|-----------------|---|--------------------|----------------------------------|-----------------|
| 2064       | X         |          |           | Strongly Agree  | I believe consistency in the standards is essential. These standards provide our students with the needed rigor to be successful later in life. | K-12 Administrator | General comment. Not actionable. |                 |
| 2065       | X         |          |           | Strongly Agree  |   | K-12 Administrator |                                  |                 |
| 2066       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2067       | X         |          |           | Strongly Agree  | Great work has been done. I think these should be put into place.   | K-12 Teacher       | General comment. Not actionable. |                 |
| 2068       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2069       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2083       | X         |          |           | Strongly Agree  | Overall, yes, the standards are improved over the previous standards.   | K-12 Teacher       |                                  |                 |
| 2087       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2088       | X         |          |           | Strongly Agree  |   | Higher Education   |                                  |                 |
| 2090       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2095       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2103       | X         |          |           | Strongly Agree  | All good!   | K-12 Teacher       | General comment. Not actionable. |                 |
| 2107       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2109       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2118       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2126       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2223       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2283       | X         |          |           | Strongly Agree  |   | Community Member   |                                  |                 |
| 2284       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2285       | X         |          |           | Strongly Agree  |   | Community Member   |                                  |                 |
| 2286       | X         |          |           | Strongly Agree  |   | K-12 Teacher       |                                  |                 |
| 2287       | X         |          |           | Strongly Agree  |   | Community Member   |                                  |                 |

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|------------|-----------|----------|-----------|-----------------|--|----------------------|----------------------------------|-----------------|
| 2288       | X         |          |           | Strongly Agree  |  | Community Member     |                                  |                 |
| 2380       | X         |          |           | Strongly Agree  | Easier to understand   | K-12 Parent/Guardian | Non Actionable                   |                 |
| 2433       | X         |          |           | Strongly Agree  |  | Community Member     |                                  |                 |
| 2437       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                                  |                 |
| 2440       | X         |          |           | Strongly Agree  |  | Community Member     |                                  |                 |
| 2441       | X         |          |           | Strongly Agree  |  | Higher Education     |                                  |                 |
| 2442       | X         |          |           | Strongly Agree  |  | K-12 Parent/Guardian |                                  |                 |
| 2443       | X         |          |           | Strongly Agree  |  | K-12 Teacher         |                                  |                 |
| 2492       | X         |          |           | Strongly Agree  | These are a big improvement from the last standard. These are clear and concise. Easy to figure out which was kind of tricky with the last one because the math fell into a lot of different categories. | K-12 Teacher         | Non Actionable                   |                 |
| 2516       | X         |          |           | Strongly Agree  | Strong rigor.  | K-12 Parent/Guardian | Non Actionable                   |                 |
| 2520       | X         |          |           | Strongly Agree  | Not just facts, but problem solving  | Community Member     | Non Actionable                   |                 |
| 2524       | X         |          |           | Strongly Agree  | great development for mathematical thinking  | Community Member     | Non Actionable                   |                 |
| 2525       | X         |          |           | Strongly Agree  | good for our students  | Retired Educator     | Non Actionable                   |                 |
| 2526       | X         |          |           | Strongly Agree  | good for our students  | Retired Educator     | Non Actionable                   |                 |
| 2528       | X         |          |           | Strongly Agree  | like how they challenge my kids  | K-12 Parent/Guardian | Non Actionable                   |                 |
| 2530       | X         |          |           | Strongly Agree  | Changes are easy for teachers so they are not re-inventing their curriculum again  | Retired Educator     | Non Actionable                   |                 |
| 2551       | X         |          |           | Strongly Agree  |  | Retired Educator     |                                  |                 |
| 2554       | X         |          |           | Strongly Agree  | I like that there is just the explanation and the standard. I am glad Algebra and Algebra 2 are separated. Easier to understand  | K-12 Parent/Guardian | Non Actionable                   |                 |
| 2555       | X         |          |           | Strongly Agree  | I like that there is just the explanation and the standard. I am glad Algebra and Algebra 2 are separated. Easier to understand  | K-12 Parent/Guardian | repeated comment                 |                 |
| 2562       | X         |          |           | Strongly Agree  | I prefer clearly defined expectations, and the 2016 draft seems to be an improvement.  | K-12 Teacher         | Non Actionable                   |                 |
| 2568       | X         |          |           | Strongly Agree  | Easy to read, focused  | K-12 Teacher         | General comment. Not actionable. |                 |

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|------------|-----------|----------|-----------|-----------------|---|----------------------|-----------------|-----------------|
| 2579       | X         |          |           | Strongly Agree  | The standards have been reworded and clarified since the previous version. The changes were effective and will help students achieve success. Removing the examples is beneficial because it gives teachers the freedom to teach the standards in a way that works best for their students while still striving for the same goal.  | K-12 Teacher         | Non Actionable  |                 |
| 2580       | X         |          |           | Strongly Agree  | I appreciate the mathematical practice explanations.  | K-12 Teacher         | Non Actionable  |                 |
| 2698       | X         |          |           | Strongly Agree  | I appreciate the separation between Algebra I and Algebra II standards. In addition, the focus or limits set on specific standards help define the parameters of the standards.<br><br>One area I still need clarified is in the Algebra 1: Critical Areas (3) Students extend the laws of exponents to integer exponents involving square and cube roots and apply this new understanding of number. We defined the standards to integer exponents, but here it also states square & cube roots              | K-12 Teacher         | Non Actionable  |                 |
| 2767       | X         |          |           | Strongly Agree  | One can see that careful attention was taken in going through all standards. Additions were appropriate and omissions were warranted.   | K-12 Teacher         | Non Actionable  |                 |
| 2769       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 2812       | X         |          | X         | Strongly Agree  |   | Retired Educator     |                 |                 |
| 2813       | X         |          |           | Strongly Agree  |   | K-12 Parent/Guardian |                 |                 |
| 2835       | X         |          |           | Strongly Agree  | Removing all the additional examples and rewording standards to use simplified language is helpful to parents and those not in the field of education. It has simplified and shortened the standards to make them easier to read and understand.  | K-12 Teacher         | Non Actionable  |                 |
| 2846       | X         |          |           | Strongly Agree  |   | K-12 Teacher         |                 |                 |
| 2847       | X         |          |           | Strongly Agree  | The changes were mostly some rewording and removing of examples. I understand the goal of removing any curriculum and/or teaching style directives from the standards document, but some examples serve a illustrative purpose as to the meaning of the standard. It seems that you are trading one problem for another. By including the examples, some may interpret them as artificial limits. By removing them, you are removing clarity through example and allowing people to derive their own meaning. | K-12 Teacher         | Non Actionable  |                 |

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|------------|-----------|----------|-----------|-------------------|---|-------------------------|-----------------|---------------------|
| 2848       | X         |          |           | Strongly Agree    | The changes were mostly some rewording and removing of examples. I understand the goal of removing any curriculum and/or teaching style directives from the standards document, but some examples serve a illustrative purpose as to the meaning of the standard. It seems that you are trading one problem for another. By including the examples, some may interpret them as artificial limits. By removing them, you are removing clarity through example and allowing people to derive their own meaning. | K-12 Teacher            | Non Actionable  |                     |
| 2853       | X         |          |           | Strongly Agree    | Having the standards broken down by course (Alg 1, Geometry, Alg 2) is much more useful and more precise. These standards are easy to understand and easy to implement in my classroom.   | K-12 Teacher            | Non Actionable  |                     |
| 2855       | X         |          |           | Strongly Agree    |   | K-12 Teacher            |                 |                     |
| 2901       | X         |          |           | Strongly Agree    |   | Elected Official        |                 |                     |
| 2993       | X         |          |           | Strongly Agree    | Executive summary contains an incomplete sentence:<br>The Mathematics Workgroup and public comments felt it was essential that these "dual standards" were clarified and that unique standards were created for each course that clear limits between Algebra 1 and Algebra 2.<br>***Should the word "sets" be included before "clear limits between Algebra 1 and Algebra 2"?  | K-12 Administrator      | Non Actionable  |                     |
| 3015       | X         |          |           | Strongly Agree    | There is obviously a lot of work and expertise that went into these standards. They are clear, relevant and beneficial.   | K-12 Parent/Guardian    | Non Actionable  |                     |
| 3016       | X         |          |           | Strongly Agree    | There is obviously a lot of work and expertise that went into these standards. They are clear, relevant and beneficial. Why don't the critical areas match the content emphasis in assessment? For instance, elementary geometry is not major content in the elementary grades in the content emphasis but is mentioned in the critical areas throughout. Shouldn't these be the same? There are several other discrepancies as well.   | K-12 Parent/Guardian    | Non Actionable  |                     |
| 3020       | X         |          |           | Strongly Agree    | I feel the changes made will have an impact on the overall math goals of students in Arizona.   | Business Representative | Non Actionable  |                     |
| 63         | X         |          |           | Strongly Disagree | It seems like the same Common Core Standards to me, just a few word changes! The standards are still talking about using arrays and doing the same tedious math problems they are currently doing with this Common Core Math! We need to get back to the numbers and the most efficient way to find the correct answer, the old way of teaching math, instead of having to make dots, tape diagrams, charts for place value etc. Kids in elementary school need to learn how to do math, not explain why!     | K-12 Parent/Guardian    | Not actionable  | General Non-Support |

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|------------|-----------|----------|-----------|-------------------|--|--------------|---|--|
| 70         | X         |          |           | Strongly Disagree | My comment is the same as above except I don't understand why the samples were removed. Many teachers who do not know how to teach mathematics properly rely on the examples as a guide- without properly trained teachers and a lack of guidance we will not be any more successful.  | K-12 Teacher | Request for support documents. Training is a local responsibility. Examples may be limiting. Offers school districts and teachers autonomy. | Support Documents                                    |
| 80         | X         |          |           | Strongly Disagree | You took out examples and simplified a little of the wording but everything else is the same with the exception of SP 8 being taken out and memorizing formulas being removed. These standards starting in kindergarten are way too developmental advance for these students. Students are not memorizing anything and falling further and further behind having to model. Running out of characters but could analysis for ever at each grade level.                | K-12 Teacher | Not actionable  | General Non-Support                                  |
| 82         | X         |          |           | Strongly Disagree | PLEASE DO NOT CHANGE THE STANDARDS AGAIN! Students, teachers, and districts have spent a lot of time learning the previous new standards. There is not a reason to change them except for political gain. Leave politics out of education!   | K-12 Teacher | Not actionable  | General Non-Support                                  |
| 100        | X         |          |           | Strongly Disagree | The standards have added more concepts without removing any. Students already struggle to understand the jump in conceptual complexity required for 8th grade making getting through the standards at the required level of understanding difficult. By adding 8.EE.A2 (rewriting non-perfect square and cube roots), 8.EE.C.7b (inequalities), and moving up 8.SP.B.1 from 7th grade has SIGNIFICANTLY added more required teaching time that we simply don't have. | K-12 Teacher | Content Specific  | Content Specific                                     |
| 169        | X         |          |           | Strongly Disagree | This is ridiculous! The only thing that was changed on the 5th Grade Standards, besides random vocabulary and removal of examples, is 5.OA.A.1 where brackets and braces were removed. This does nothing to improve the 5th grade standards. Why are you wasting our time if you were not going to really change them? The standards need to be developmentally appropriate for the age of the child, this is the same nonsense with the year 2016 added on it.      | K-12 Teacher | NA  | General Non-support, Developmentally Not Appropriate |
| 171        | X         |          |           | Strongly Disagree | It is not developmentally appropriate.   | K-12 Teacher | NA  | General Non-Support                                  |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale   | Standards Comment   | Role                 | Refinement Note   | Category/ Theme     |
|------------|-----------|----------|-----------|-------------------|---|----------------------|---|---------------------|
| 295        | X         |          |           | Strongly Disagree | These standards are just a renamed, regurgitation of the Common Core Standards (AZ College and Career Standards) we currently have. Go back to the drawing board, and come up with standards AZ wants!! Get rid of all the Explain your answer in K-6. Kids need to master how to do these math operations first, before you can explain it!! If you can't come up with something new go back to the standards prior to C.C.S. and tweak those standards, at least they were more Developmentally Appropriate!!!! | Retired Educator     | Non Actionable  | General Non Support |
| 349        | X         |          |           | Strongly Disagree | Common core math (which AZ renamed to spite the feds) was excellent. This is just a rehash with a bit of watering down. Why do students need to use a "standard algorithm" when the standard algorithms are garbage which don't reflect the importance of place value?  | K-12 Teacher         | Non Actionable  | General Support     |
| 447        | X         |          |           | Strongly Disagree | Common Core is not going to help our children succeed   | K-12 Parent/Guardian | Non Actionable  | General Support     |
| 495        | X         |          |           | Strongly Disagree | Common Core math standards for Grade 1 is relying heavily on the formal language. Relying heavily on the formal language system can cause mathematics anxiety when learning mathematics, which in turn, decreases a student's ability to learn mathematics effectively. Elementary teachers, generally, are not math people and have not had advanced math like Number Theory at the college level. Therefore, they do not understand these advanced concepts in order to teach them.                             | K-12 Parent/Guardian | Non Actionable  | General Non Support |
| 844        | X         |          |           | Strongly Disagree | The amount of standards in one year is only attainable if you and the students you have, have no gaps. The algebra standards are developmentally inappropriate for 6th grade. The typical 6th grade student is still thinking concretely. This is the same idea I have seen in Engage New York. If you keep all the standards the pacing allows no time for any re-teaching possibilities. The state board of ed. needs to cut this out as they champion rigor, we must teach to mastery instead of exposure.     | K-12 Teacher         | The progressions and focus on understanding helps address those gaps! Developmental appropriateness was examined by external reviewers and found to be appropriate. |                     |



## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale   | Standards Comment   | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-------------------|---|----------------------|--|-----------------|
| 845        |           | X        |           | Strongly Disagree | Nothing threatens the quality of education in Arizona like the difficulties we face in attracting and retaining teachers. When I asked our teachers what they felt was most likely to drive them out of the profession they told me that their greatest sense of dissatisfaction comes from the constant changes to the standards, assessments and evaluation instruments employed in their profession. There is no need for this change, no matter how minor it may be, beyond the political atmosphere. | K-12 Administrator   | Non Actionable   |                 |
| 881        | X         |          |           | Strongly Disagree | All you have done is change the names, these are the same standards as the common core with new numbering. The content is still the same setup and requiring the same work from the students, the minimal amount of changes appear cosmetic to have to public not realize that this is still Common Core.   | K-12 Teacher         | Non Actionable   |                 |
| 1053       | X         |          |           | Strongly Disagree | The Standards are WAY to low for kindergarten. I was a Kindergarten teacher in another state for years. Kindergarten students are able to count to 100 by ones, twos, fives, and tens. They are also able to add and subtract up to 30. Our low kindergarten standards compact low achievement rates in our schools leaving students unprepared for the next grade level.   | K-12 Teacher         | With the focus on understanding, the workgroup feels the standards are appropriate in K. |                 |
| 1054       | X         |          |           | Strongly Disagree | There still is too much content in the grade levels to allow time for mastery. One of the biggest hurdles is mastery. Students are being pushed on from grade to grade and pay the price in High School. Our drop out rate would significantly smaller if we concentrated more on mastery than exposure. Some of you designers of the draft need to actually prove that these standards can legitimately be mastered in the allotted time given the average student.                                      | K-12 Teacher         | Non Actionable   |                 |
| 621        | X         |          |           | Strongly Disagree |   | K-12 Teacher         |  |                 |
| 1023       | X         |          |           | Strongly Disagree |   | K-12 Parent/Guardian |  |                 |
| 1702       | X         |          |           | Strongly Disagree |   | Higher Education     |  |                 |
| 1719       | X         |          |           | Strongly Disagree | The curriculum is fully loaded now and adding conic sections will more difficult for me as a teacher and more importantly for my students.to comprehend.  | K-12 Teacher         | The Geometry work group carefully examined this.   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale   | Standards Comment  | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-------------------|--|----------------------|--|-----------------|
| 1976       |           |          | X         | Strongly Disagree | NO!<br>"According to clinical child psychologist Dr. Megan Koschnick, and other experts in this field, young children are not little adults. Their brains haven't developed to where they can reflect on their own thinking. They cannot think abstractly. They cannot understand another person's perspective. Learning to identify numbers and letters is far different from learning to perform mathematical operations and to read with understanding."                      | Community Member     | Arizona early childhood psychologists were consulted.                      |                 |
| 1977       |           |          | X         | Strongly Disagree | NO!<br>"According to clinical child psychologist Dr. Megan Koschnick, and other experts in this field, young children are not little adults. Their brains haven't developed to where they can reflect on their own thinking. They cannot think abstractly. They cannot understand another person's perspective. Learning to identify numbers and letters is far different from learning to perform mathematical operations and to read with understanding."                      | Community Member     | repeated comment   |                 |
| 2002       | X         |          |           | Strongly Disagree | Go back to math standards that had research to back up the validity of the results. Average students in Common core math will be 2 years behind when they graduate from high school. Don't do this to ARizona kids.  | K-12 Parent/Guardian | Validity of results is throughout the standards and in the math practices. |                 |
| 2056       | X         |          |           | Strongly Disagree | These standards look like the current ones just formatted in a table instead of a placemat. They still include developmentally inappropriate expectations for lower elementary (K-2) students. The newly drafted standards are a disappointment, plus they are overly defined just like the ELA standards. Math already has good functioning definitions like, order of operations, exponents, factoring polynomials. These are the terms that should be defining our standards. | K-12 Parent/Guardian |  |                 |
| 2106       | X         |          |           | Strongly Disagree |  | K-12 Teacher         |  |                 |
| 2135       | X         |          |           | Strongly Disagree | Needs to be more cohesive.   | K-12 Teacher         | across grade level coherence was examined by the work group                |                 |
| 2136       | X         |          |           | Strongly Disagree | Needs to be more cohesive.   | K-12 Teacher         | repeated comment   |                 |
| 2137       | X         |          |           | Strongly Disagree | Needs to be more cohesive.   | K-12 Teacher         | repeated comment   |                 |
| 2292       | X         |          |           | Strongly Disagree |  | K-12 Parent/Guardian |  |                 |
| 2383       | X         |          |           | Strongly Disagree | I'm filling out this form again, in order to resume commenting on the standards.   | K-12 Parent/Guardian | Non Actionable   |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale   | Standards Comment  | Role                 | Refinement Note  | Category/ Theme |
|------------|-----------|----------|-----------|-------------------|--|----------------------|--|-----------------|
| 2493       | X         |          |           | Strongly Disagree | The standards are relatively the same as the previous Arizona College and Career Ready Standards. Some prescriptive examples have been taking out but "how to's" remain throughout the standards esp. with Tables used as guidelines in K-3. "Standards for Mathematical Practice" need to be removed throughout the standards and are developmentally inappropriate across K-12. There is no evidence that developmental child psychologists have reviewed this work. Where are their technical notes?            | K-12 Parent/Guardian | The support for Math Practices was considerable and the workgroup values these practices as educators. Child Psychologist were included in the technical review. |                 |
| 2582       | X         |          |           | Strongly Disagree |  | K-12 Parent/Guardian |  |                 |
| 2869       | X         |          |           | Strongly Disagree | I do not see developmental appropriateness addressed anywhere, I saw 1 item citing using research (def of fluency). The standards are largely identical. I don't see an AZ solution to the concerns parents had. It is good Alg I, 2, Geometry have separation, but virtually nothing changed in Geometry, K-3. The Mathematical Practice standards are worse, longer, prescriptive and almost copy the Core.org verbiage and are too much for k-3. MP is copy/pasted for each grade and signals "how to" in them. | K-12 Parent/Guardian | Non Actionable   |                 |
| 2870       | X         |          |           | Strongly Disagree | The 2016 draft standards are effectively the same as the 2010 Common Core standards with the exception of added language pirated directly from Core Standards website.   | Other                | Non Actionable   |                 |
| 2881       | X         |          |           | Strongly Disagree | The ACCRS and the 2016 Mathematics standards describe high school geometry as primarily Euclidean, yet there appears to be a significant reliance on transformations. Although transformations are important they are not the main focus of Euclidean geometry, but instead are a visual and special method of understanding the theorems and postulates of geometry. I believe Arizona's standards are over emphasizing transformations to the exclusion of virtually other approach.                             | K-12 Teacher         | Non Actionable   |                 |
| 2900       | X         |          |           | Strongly Disagree | Kindergarten Cognitive Demand is NOT developmentally appropriate: K.OA.A --Algebraic thinking is developmentally inappropriate at this age. Most children cannot use "a variety of strategies" being that they are in the pre-operational phase. They also cannot be expected to use equations to give answers to problems on their own. They need concrete ideas and lots of repetition. K.OA.A.5 is a good example of what 5 and 6 year old children can do.   | K-12 Parent/Guardian | Non Actionable   |                 |
| 2911       | X         |          |           | Strongly Disagree |  | K-12 Parent/Guardian |  |                 |
| 2914       | X         |          |           | Strongly Disagree |  | K-12 Parent/Guardian |  |                 |
| 2916       | X         |          |           | Strongly Disagree |  | K-12 Parent/Guardian |  |                 |

## Mathematics Public Feedback on the Draft Standards (Overall Comments)

| SID Number | Read: Yes | Read: No | Read: N/A | Standards Scale   | Standards Comment  | Role                    | Refinement Note | Category/ Theme |
|------------|-----------|----------|-----------|-------------------|--|-------------------------|-----------------|-----------------|
| 2989       | X         |          |           | Strongly Disagree | I disagree because it was all a revision of words nothing more.Ex:changing "further" to "additional." Also I do not like the composing/decomposing of tens,making models w/them to get an answer to a simple $60-3=$ equation.This has been so difficult when stacking is simpler and the generations before can help our children w/ HW that way.My son has always loved school and kids should be engaged but causing them frustration,fear and anxiety is ridiculous!Parents know best, try listening w/ ears open. | K-12<br>Parent/Guardian | Non Actionable  |                 |
| 2998       | X         |          |           | Strongly Disagree | see input earlier today  | K-12<br>Parent/Guardian | Non Actionable  |                 |
| 3001       | X         |          |           | Strongly Disagree | These guide lines are hard to understand and don't seam age appropriate and are not letting the teachers really teach not every did learns the same way  | K-12<br>Parent/Guardian | Non Actionable  |                 |