

## Public Hearings on the 2016 Draft Arizona Mathematics and ELA Standards

	<b>Math Comments</b>	<b>ELA Comments</b>	<b>Questions/Comments</b>
<b>Show Low</b>	<ul style="list-style-type: none"> <li>In grades 7/8, I noticed that there was not much changed to the standards.</li> </ul>	<ul style="list-style-type: none"> <li>In terms of cursive writing, why do we have to test it? There are too many assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Where did the examples go?</li> <li>How will the new standards affect the statewide assessment?</li> <li>Will the standards in Social Studies and Science be reviewed?</li> <li>Are the standards developmentally correct for each grade range?</li> <li>Can the state put on the menu of assessments a 2<sup>nd</sup> grade assessment in order to predict 3<sup>rd</sup> grade AzMerit scores?</li> <li>How will the new A-F system affect the teacher evaluation process?</li> </ul>
<b>Holbrook</b>	<ul style="list-style-type: none"> <li>We as a district use Beyond Textbooks and we wait until Vail manipulates and delivers that to us. I am interested to know how specifically high school Math has changed.</li> </ul>	<ul style="list-style-type: none"> <li>If the committee is looking at “banding” the standards, how is that going to affect the anchor standards? How will the standards show informationally how the standard builds, then moves into detailed questions and be able to answer conceptually? Why can’t we allow the local district to decide those decisions?</li> <li>The higher powers, those in controversy, state that the standards are not rigorous enough.</li> </ul>	<ul style="list-style-type: none"> <li>Largest issue with these standards is “how will it be measured”. How will the new standards correlate with the menu of assessments? We need to be driven by what the students need to know in the real world.</li> <li>How are we addressing the recruitment and retention issues with teachers? Who will be teaching these standards to our students? We have paraprofessionals in classrooms and very high class sizes. What is the solution to those teachers with BAs but cannot pass the professional practice exam to get their certificates?</li> </ul>
<b>Flagstaff</b>	<ul style="list-style-type: none"> <li>I like how Algebra 1 and Algebra 2 have been separated to clarify where the standards begin and end in each section.</li> </ul>	<ul style="list-style-type: none"> <li>K-3 teachers have not heard talk about the standards being too high for their students. Many teachers are actually surprised to learn that their students can meet the higher rigor standards.</li> <li>The scaffolding of concepts allows for the development of the individual child and not just the progression of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Statement from Expect More Arizona thanking the 200 teachers who worked on the drafts, voicing their support for the Draft Standards and offering their support and resources to get the word out once the</li> </ul>

		<ul style="list-style-type: none"> <li>• Why is cursive back in the standards?</li> <li>• Cursive needs to stay with the local governing board.</li> <li>• If the state has cursive in the standards, then it would not be left up for local control.</li> </ul>	<p>standards are voted on by the State Board.</p> <ul style="list-style-type: none"> <li>• I was one of the participants on the working groups and I thought the process that involved us was open. We had a lot to say and we really listened to the public input. We had several different groups look at the different grade levels.</li> <li>• If the assessment does not match the standards, many people will have issues.</li> <li>• How will the results of the AzMerit change the process and drive the changes in future standards?</li> <li>• Concern- the punitive outcome of MOWR is not reliable. There needs to be more resources for the students to show that they are proficient in 3<sup>rd</sup> grade and those students who are not proficient need to be helped in a more positive manner.</li> <li>• If the Board accepts a “career ready” indicator, will we need to develop new standards to determine what is “career ready” in the elementary grades?</li> </ul>
<b>Prescott</b>	<ul style="list-style-type: none"> <li>• We have been dumbing down education for 50 years. This is based on our graduation rates. I want to boost graduation rates so we should let them graduate. The math that I took is different from the high school math that my son is taking. At the general level, the content is not the same from 1981 and from what I remember from high school. It is much easier now than how it was. My son goes to a charter school. He does not go to a public school. He goes to the best charter school because of these standards.</li> <li>• I like the clarification of math fluency. I like that time and money is included in the lower grades.</li> </ul>	<ul style="list-style-type: none"> <li>• I believe cursive should be moved to 4<sup>th</sup> or 5<sup>th</sup> grade.</li> <li>• I appreciate the changes to provide clarity. It was time for some minor revisions. I like the clarification of phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the AIMS test go away?</li> <li>• Why were the examples taken out of the standards?</li> <li>• How have these standards changed? Are we dumbing them down or making them smarter?</li> <li>• Kirkland teachers are nervous about the new standards and believe that there will be many changes to the old standards due to whole sale changes pushed by political reasons.</li> </ul>
<b>Yuma</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• I believe that cursive should be taught in the 4<sup>th</sup> grade.</li> <li>• Without examples/samples- how will teachers know how the state assessment will ask the questions?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Please remember that there is a large population of military families in Arizona and that those families move around.</li> </ul>

	<p>for all geo topics. Geometry is important for calculus and high mathematics and science.</p> <ul style="list-style-type: none"> <li>• Why were the “Cds” taken out of the standards?</li> </ul>		<p>We have to make sure that the standards are able to link up with what other states and areas are teaching so that we are not creating a disservice to our military students.</p>
<b>Parker</b>	<ul style="list-style-type: none"> <li>• I like how Algebra 1 and 2 are split up and I like how Geography is written, however, I have not been able to go through the whole thing.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and writing goes hand in hand. Writing forms stronger readers, therefore, cursive is for 3<sup>rd</sup> grade. However, if it is not going to be assessed, it should be left up to local control.</li> <li>• What is the possibility of banding cursive? I would like to see some flexibility in cursive and not just a 3<sup>rd</sup> grade target.</li> <li>• We would like feedback on the percentage of literary text. We do not know what that would look like, however, we know it would need to be adjusted for the state assessment and to implement the 2016 Draft ELA standards.</li> <li>• How will text complexity change?</li> <li>• I like the progression of phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Job readiness is a great idea! I really feel that it will make K-12 a much more crucial and important life goal for families and youth by giving them the opportunities to prepare for “real life” by taking less pressure off of students to feel that education is useless unless going into a post high school education.</li> <li>• I like the idea of the PLUS standards and I like the direction that those standards are going in, however, are the PLUS standards going to be seen in the high school assessments once the AzMerit is revised?</li> <li>• The goal of education has been what needs to be done to meet the needs of the universities, however, how are we making sure these standards meet the needs of local businesses?</li> <li>• A-F system needs a poverty factor.</li> </ul>
<b>Kingman</b>	No one present		

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<b>Tucson</b>	<ul style="list-style-type: none"> <li>• Need more rigorous math standards</li> <li>• Examples should go back in; it is difficult to know what to teach without them</li> <li>• How is it that the math Common Core standards confuse parents yet they are not rigorous enough? How is this addressed in the standards?</li> <li>• Do not let go of the alternative algorithms</li> <li>• We need traditional algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Concern that cursive is being reintroduced</li> <li>• Examples should go back in; it is difficult to know what to teach without them</li> <li>• It is difficult to balance the requirement of cursive with typing</li> <li>• Non-fiction should be placed back into the standards</li> <li>• Concern that the push for cursive writing was backed by special interest groups</li> <li>• Concern that we will be the only state in the nation with a cursive writing strand in the standards</li> <li>• Cursive handwriting supports brain development and literacy</li> <li>• Research shows that cursive improves reading skills, fine motor skills, spelling, memory, fosters high level of thought, and increases mental focus</li> </ul>	<ul style="list-style-type: none"> <li>• Will the teaching of cursive be subject to local control?</li> <li>• There is not enough time to review the standards during the public comment period</li> <li>• Parents have been pushed out of the standards review process</li> <li>• How can we comment on the standards?</li> <li>• Districts need more funding</li> <li>• How will the standards be benchmarked across the nation?</li> <li>• Common Core should be deleted from the standards; it is hurting our children</li> <li>• The current textbooks are aligned to Common Core</li> <li>• These standards are just re-branding; this is a waste of time and resources</li> <li>• Concern about how the standards will be used to evaluate students with the menu of assessments</li> <li>• Teachers are frustrated because the standards keep changing</li> <li>• We need a redline of the standards to see what changes have been made</li> <li>• There is not much difference between the 2010 and 2016 DRAFT standards</li> <li>• There is no process to address the developmentally appropriateness of the standards</li> <li>• Parents are still complaining that the standards are going into the areas of curriculum that continue to place barriers between clarity and understanding at home</li> <li>• The DRAFT standards are not explained to justify appropriateness or demonstrate how we are addressing a particular outcome other than a new set of test scores that is one facet in a complex situation</li> <li>• The standards need to have length and clarity and not be from the bottom to the top</li> </ul>

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Nogales	<ul style="list-style-type: none"> <li>There are no examples regarding #4 in the Executive Summary</li> <li>How can we know how to teach without the examples?</li> </ul>	<ul style="list-style-type: none"> <li>Learning to write cursive is difficult; there is no time in third grade for educators to teach cursive and typing</li> <li>The percentages shouldn't have been taken away because these showed what will be on the assessment</li> <li>Cursive is difficult to assess</li> <li>Students should be taught to read cursive but writing is a very difficult skill and is not necessary</li> </ul>	<ul style="list-style-type: none"> <li>Concern that the assessments are constantly changing</li> <li>The assessments should be a graduation requirement</li> <li>Concern about the implementation of the menu of assessments for rural school districts</li> <li>A-F puts too much accountability on educators</li> <li>Concern that the standards are continuously changing; we need consistency</li> <li>It is difficult to tell what changes have been made to the standards; we need a redline copy of the changes</li> <li>The review process of the standards should have been more transparent</li> <li>Small changes are good</li> <li>Districts need time to adjust to the new summative assessments</li> <li>There is no money to train teachers on the new standards</li> <li>Concern about the alignment of the new standards to the menu of assessments</li> <li>Concern that the ESSA State Plan says that ADE "may" implement what the State Board adopts</li> <li>Lack of funding affects the districts</li> <li>Continuously changing the standards affects the recruitment and retention of teachers</li> <li>In general, there is too much change and volatility in education</li> <li>Changes to the standards shouldn't be too drastic</li> <li>Education shouldn't be political</li> <li>Concerned regarding the four-hour ELL block</li> <li>We are losing too many teachers because they are not properly compensated</li> <li>Concern that the assessment is online</li> <li>Need accommodations for ELLs on the assessments</li> <li>There is a lack of transparency with the assessments</li> <li>It is difficult to align the assessment with the curriculum</li> <li>How do the Arizona standards compare nationwide?</li> <li>ADE is not telling people about the resources available</li> <li>More transparency and a rollout plan is needed</li> <li>Consistency is good for students</li> <li>The books will need to be realigned with the new standards; no funding for that</li> <li>It is frustrating to see the resources are chasing the standards</li> <li>Educators are constantly chasing test scores and teachers have no flexibility as the students get into the older grades</li> <li>The standards need to be explicit</li> <li>The menu of assessments will be valuable; assessments such as Cambridge will allow Arizona to compare with students across the nation</li> <li>We need multiple measures and not just assessments</li> <li>It is not realistic to have a menu of assessments in a rural school district; it would be better if individual students could take different assessments</li> <li>Some of the standards are not realistic for all students, especially in a mobile population</li> <li>Data collection with AZEDS is not going well</li> <li>Please host a Board meeting in Santa Cruz County or Tucson or have video conferencing available</li> </ul>

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Sierra Vista	<ul style="list-style-type: none"> <li>Concern that we are expecting our lowest and youngest students to understand division</li> <li>It's good that the examples were taken out of the standards; "how" you teach is now left up to the teachers</li> <li>In the previous standards, the examples were all that were taught</li> <li>The rigor in the math standards needs to be increased</li> <li>I would expect standards in division to begin with a concrete understanding of division and the concept of division before the algorithms (long division) is introduced and practiced.</li> <li>The standards need a stronger progression</li> <li>The standards are not stated in such a way that teachers know the students have met those standards</li> <li>Students in high school need more rigorous mathematics standards to be competitive in college and beyond</li> </ul>	<ul style="list-style-type: none"> <li>In a survey at the district, all the teachers were already teaching cursive handwriting to their students; it is difficult that this is now mandated in the standards</li> <li>It's good that the examples were taken out of the standards; "how" you teach is now left up to the teachers</li> <li>In the previous standards, the examples were all that were taught</li> <li>Please define the 50 words (KRF-3) and the 20 spelling words (KWF-3) in the standards; whose "high frequency research-based list do districts need to use?</li> <li>The common vocabulary glossary at the lower level is a good addition</li> </ul>	<ul style="list-style-type: none"> <li>Why weren't the old standards used (the ones prior to the 2010 standards) to make the revisions?</li> <li>Thank you to all of the educators who assisted in revising the standards</li> <li>Concern regarding how often the standards are changing</li> <li>It's better to have fewer but deeper standards</li> <li>We need more funding for teachers</li> <li>Assessments hold teachers and students accountable</li> <li>How long will the newly revised standards be in place? (5-6 years before the next review process)</li> <li>We should keep these draft standards</li> <li>The rigor of the kindergarten standards has increased, but so has the knowledge base of kindergarten students</li> <li></li> </ul>

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<b>Safford</b>	<ul style="list-style-type: none"> <li>• Parents can't help with children's math homework because it is too difficult</li> <li>• The examples helped parents</li> <li>• Fluency is not there for math</li> <li>• Fluency for division is not in the standards</li> <li>• Repeated multiplication is still there throughout the grade levels</li> <li>• Concern that there is multi-digit division in 5<sup>th</sup> grade</li> <li>• Place value is confusing by making students multiply by tenths</li> </ul>	<ul style="list-style-type: none"> <li>• The examples helped parents</li> <li>• As a parent, cause and effect is difficult to teach 10 and 11 year old children</li> </ul>	<ul style="list-style-type: none"> <li>• A redline draft that shows which examples were deleted would be helpful for parents</li> <li>• The language of the standards needs to be simplified</li> </ul>

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<b>Payson</b>	<ul style="list-style-type: none"> <li>It is good that the articulation from grade-level to grade-level has changed</li> </ul>	<ul style="list-style-type: none"> <li>There is no emphasis on informational text in the new standards</li> <li>The standards are developmentally inappropriate for grades K-3, especially Kindergarten</li> <li>Reading and writing is too difficult for Kindergarten students to master before they have even mastered oral language</li> </ul>	<ul style="list-style-type: none"> <li>The standards are good; they are shooting towards similar standards across the nation</li> <li>It is frustrating to see such big changes in the standards and it would be equally frustrating to see the standards go away</li> <li>The ranges that are now allowed in the standards are difficult for military students who are constantly switching among schools and districts</li> <li>Does the banding fall on local teachers to decide how and when to teach those standards? Is the teacher free to teach that unit in any grade-level they teach?</li> <li>The original Common Core standards did not allow teachers to do drills in math</li> <li>What are you doing to get people and parents to review the standards? How can we get the word out?</li> <li>How will the menu of assessments be paid for?</li> <li>A-F, the menu of assessments, and lack of funding are a big problem across the state; policymakers need to work with the State Board</li> <li>How will letter grades be given with the menu of assessments?</li> <li>How will Prescott stay competitive with bigger districts like Scottsdale or Mesa with the menu of assessments?</li> <li>AzMERIT is not cost-neutral</li> <li>How will A-F and the menu of assessments work together?</li> <li>We need to get politics out of education</li> <li>There should be a video or tutorial on the standards to assist parents – approximately 2 to 3 minutes long; there should also be a pamphlet from the state regarding the changes made to the standards</li> <li>These DRAFT standards are 95% the same as the 2010 standards</li> </ul>

	<b>Math Comments</b>	<b>ELA Comments</b>	<b>Questions/Comments</b>
<b>Globe</b>	<ul style="list-style-type: none"> <li>The instructional examples were inefficient and confusing to adults even</li> </ul>	<ul style="list-style-type: none"> <li>Will cursive be assessed on AzMERIT? If not, how will teachers assess cursive?</li> <li>Cursive should be introduced in the 4<sup>th</sup> grade after students have mastered printing</li> <li>Keyboarding should be taught in 3<sup>rd</sup> grade</li> <li>The only cursive that should be taught is for a cursive signature; maybe in junior high cursive can be taught</li> <li>The instructional examples were inefficient and confusing to adults even</li> </ul>	<ul style="list-style-type: none"> <li>The standards need to be public and student friendly</li> <li>When did cursive go away from the standards?</li> <li>A practical application of the standards is needed</li> <li>How can we get the word out to parents regarding the standards?</li> <li>There is a lack of participation in the public hearings; how can we increase participation?</li> </ul>

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<b>Phoenix</b>	<ul style="list-style-type: none"> <li>The revised math standards do not impact our district.</li> </ul>	<ul style="list-style-type: none"> <li>Deletion of the text exemplars is good.</li> <li>Cursive is important, especially in ELA and 3<sup>rd</sup> grade MOWR, but the cursive standards do not specify how much students need to know. This is just adding one more thing to a teacher's plate.</li> <li>Unintended consequences of the revised standards is that districts will have to purchase new curriculum and invest in teacher training.</li> <li>Cursive is not taught to teachers in teacher prep programs; the Board should provide some quantitative research to support the cursive standards. Are the cursive standards more for the parents or students?</li> <li>Is the inclusion of more phonics in the standards supported by data?</li> <li>Cursive shouldn't be taught in the third grade.</li> <li>Concern that the clarifying terms and concepts speaks to a lack of understanding on what the standards mean. Concern that teachers will focus too much on teaching the terms at a lower level, and not teaching students how to apply the standards.</li> </ul>	<ul style="list-style-type: none"> <li>Concern about globalization in elementary schools. Our standards need to be more about home, family, community, and state.</li> <li>Would like to see a crosswalk of the changes to the standards.</li> <li>We should be focusing on what our kids will be doing later in life. Kids need to learn typing or coding.</li> <li>The evaluation of the standards every 5-6 years is difficult; districts need a transitional period.</li> <li>Will the legislature address the revisions to the standards?</li> <li>Has anything in the standards been revised based on public comment?</li> </ul>
<b>Chandler</b>	<ul style="list-style-type: none"> <li>There are minimal changes to the math standards; this is problematic.</li> <li>Are these standards developmentally appropriate?</li> <li>These new standards will frustrate students and cause them not to like math.</li> <li>The progression of mathematics is good.</li> </ul>	<ul style="list-style-type: none"> <li>The addition of phonics in grades K-5 is wonderful. It is great that the foundational skills were beefed up. It is also great that spelling is now in the standards, but it should be carried on into the upper grades.</li> <li>How will cursive be assessed?</li> <li>It is good that the examples were taken out.</li> <li>The progression of the standards is very good.</li> <li>I am very pleased with the text complexity- I like that I can determine where they are in the text and get to choose the readings- I like that I can make those decisions to get the students to where they need to be.</li> </ul>	<ul style="list-style-type: none"> <li>Concern that these standards are not developmentally appropriate for kindergarten students. Kindergarten students should not be expected to have analytical thinking.</li> <li>Need more time to review the standards.</li> <li>If the standards are going to change, does that mean the state assessment will change as well?</li> <li>After an extensive review of the 2010 standards compared with the 2016 draft standards, there are not that many changes.</li> <li>There was not enough inclusion of parents in the development of the 2010 standards.</li> <li>These standards look very similar to common core.</li> <li>There is a concern about student privacy and testing.</li> </ul>

- Did educational psychologists assess the standards?
- Concern that common core standards are too coercive by the federal government and that AZ's improvement on NAEP scores is only because other states did worse.
- We need to look at education as a whole and not just standards.
- Teachers are scared to death that the standards are being changed again and how the standards will be rolled out