

Citizens Review Committee

General Feedback and Response

Background

The Citizens Review Committee was composed of 20 members appointed by Governor Brian Kemp and State School Superintendent Richard Woods representing business, industry, community and economic partners, academic professionals and leaders from K-12 schools and districts, boards of education, local and state governments, nonprofits, teachers, parents, and students.

Positive Feedback	
The Process	<ul style="list-style-type: none"> Appreciate how much the teachers were involved in this process compared to the last set of standards as well.
Traditional Math Methods	<ul style="list-style-type: none"> Impressed with balance between using traditional methods and understanding why they work! Have been unbalanced and now seems more balanced. Traditional methods are not forsaken.
Accessible Language & Clarity	<ul style="list-style-type: none"> Ease of basic language. Clean and concise. More understandable. Appreciate the terms used. These standards will be easier for parents and teachers to understand. As a parent, it does seem clearer. The details and objectives make it clearer for teachers and parents.
Age & Developmentally Appropriate	<ul style="list-style-type: none"> Standards are clearer and more concise and developmentally appropriate. Standards are more fluid from K-5.
Streamlining and Reducing the Amount of Content	<ul style="list-style-type: none"> Major reduction in number of standards. Amazing work to reduce the focus down to the critical components. The streamlining is wonderful. To the point and substantive.
Supports Creativity	<ul style="list-style-type: none"> Like that the new process will allow teachers to build their lesson plans easier than before. Teachers will still be able to build in their own personal creativity but know for certain what they need to teach.
Strong Learning Progressions of Fundamental Skills & Concepts	<ul style="list-style-type: none"> It will be a lot easier for students to understand what they're supposed to be learning and how well they're grasping the concepts. Parent: every concept builds on another concept. This will make it easier for parents and students. Love that we're tracking back what's needed to build. If there's a problem in learning, we can go back and see where the concept was learned and in what grade. Helpful for transient students. Really impressed with the well-reasoned and logical progressions from grade to grade. The way the progressions are aligned, clear, precise, clean-up, it's easier to understand (as a teacher and a parent).

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Feedback	Response to Feedback
<p>Standard Algorithm. The standards should make it clear not just that the standard algorithm (SA) is “OK” to use, but that it must be used, as early as Grade 2. Alternative methods should be available to help students who are struggling with the SA, but it should be clear that grasping the SA as soon as possible is the goal.</p> <p>Concerned with no mention of standard algorithms. The current standards stated standard algorithm. By 6th grade (at least the very latest—4th, 5th is better) students should be using exclusively the standard algorithms.</p>	<p>An additional section has been added to the front of the K-12 Mathematics standards document called “Use of Mathematical Strategies and Methods & Affirming Local Control”. This section applies to all grades and affirms that: “these standards preserve and affirm local control and flexibility regarding the use of the standard algorithm...”.</p> <p>Language about the use of the “standard algorithm” has been added to the standards.</p>
<p>Multiplication Tables. It’s not clear to the non-math person that students are learning their multiplication tables in Grade 3. I want to know that my kid is going to know her multiplication tables in third or fourth grade — whenever they should.</p>	<p>There is a heavy emphasis on students’ understanding of multiplication in Grade 3. Standards 3.3 and 3.7 address this. The multiplication facts are specifically addressed in Expectation 3.3.2. Language has been added to make this clearer.</p> <p>Parents can rest assured that their children will be learning multiplication in Grade 3 as this is a significant focus of the grade level.</p> <p>Additionally, repeated addition taught in Grade 2 begins the foundation of multiplication.</p>
<p>Explaining Answers. There’s so much “explain your answer.” Use where it is helpful to kids. If students can show their thinking by showing their work, they shouldn’t have to also include it in word form.</p>	<p>Student explanations can take many forms; words, mathematical equations, diagrams, graphs, tables, and ‘showing work’, etc. are all acceptable as explanations. Often, explanations/justifications may include a combination of these. Resources provided to support the Standards will recommend that “explaining” should include a variety of options for students to show their work. State assessments will not mandate or measure the use of specific methods to explain the answer.</p>
<p>Data. For mathematical reporting (specifically creating graphs and reports), students should learn to use a variety of programs such as Excel AND Google, not just one program.</p>	<p>The standards are program-agnostic; students will explore data using graphs and reports throughout elementary, middle and high school. The teacher teams agreed that programs will change; however, the ability to report data graphically using digital programs is important.</p> <p>Teachers will be given full autonomy and flexibility from the state level on which programs they will introduce in the classroom to aid students in the creation of graphs and reports. Resources and professional learning support will be provided to assist teachers with the implementation of technology tools in the classroom.</p>

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<p>Understanding. As far as I can see from the elementary, when they were adding and subtracting the multidigit numbers, they still did the carrying and the borrowing that we did when we were kids. Then they also showed by using other methods why that worked — and I do think that when I was a kid maybe I didn't understand why it worked. But once you see, both geometrically by shading and by using the tens and the units and so on... Once you see why it works, then you don't have to keep doing it that way every time. And that's what I think people got frustrated with Common Core.</p>	<p>Once students gain a level of 'why it works' (while given the flexibility to show it in a variety of ways), these standards do not require students to demonstrate it over and over.</p> <p>State assessments will not mandate or measure the use of specific methods or strategies.</p>
<p>Mathematical Practices. The list of "mathematical practices" are too general and seem disconnected from the rest of the standards and concepts. Should instead be included and woven into the training and instructional supports.</p>	<p>The 'mathematical practices' embedded into the content standards and is further emphasized in the appendix. The practices will be woven into instructional activities, tasks, guidance documents, and professional learning to show how they complement the content standards.</p>
<p>High School Wording. Great work on the wording for K-8, but can the language of the standards be examined for the high school courses?</p>	<p>The teacher teams at the high school level worked in collaboration with the K-8 standards teams, the Technical College System of Georgia Curriculum Leaders, the University System of Georgia Academic Faculty, business and industry partners, parents, and subject matter experts to review and revise the language of the standards for clarity and precision. The language of the standards recommended by the teacher teams ensures mathematical correctness while also making the language more accessible for broader audiences tied to career readiness language. Additionally, the <i>Evidence of Student Learning</i> column was added to provide more clarity on the expectations of the content presented in the standards and learning objectives.</p>

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Clarifying Question	Response
<p>Pre-K/K Alignment. Is Kindergarten aligned to what the pre-K expectations are?</p>	<p>Each Kindergarten standard being proposed by the teacher team was reviewed for alignment with the Georgia Early Learning and Development Standards (GELDS); after the new K-12 mathematics standards are adopted, DECAL will examine the adopted changes and update the Pre-K standards as necessary to ensure strong alignment. The alignment to GELDS helps with the transition to ensure the students have the prerequisite concepts needed for success in Kindergarten.</p>
<p>Multiplication and Division. Where is multiplication and division? Is multiplication and division in the standards? Where is it?</p>	<p>Multiplication and division are embedded throughout the standards in Grades 3 – 7. The following proposed standards specifically address multiplication and division: 3.3, 3.7, 4.2, 5.2, 5.3, 6.1, 7.1. The concept of multiplication and division continues across multiple grade levels as the content mastery demands increase with age and developmental appropriateness. These concepts have been included in the K-12 learning progression.</p>
<p>8th Grade Math/Algebra I. Are kids divided in Georgia based on mathematics ability or does every student learn the same thing? Are the standards the same for all students in 8th grade?</p> <p>Are 8th grade students calling their class Algebra I?</p> <p>Do kids realize when they're learning Algebra as they're learning it?</p>	<p>The Georgia Department of Education has engaged in several discussions with the Georgia Mathematics Advisory Council around the topic of mathematics equity. This has led to an emphasis on support and training related to meeting the needs of all learners. The goal of the mathematics standards proposed by the teacher teams is to provide opportunities for all learners to develop mathematical understanding at high levels through meaningful, rich learning experiences and discussions.</p> <p>Local school districts have the flexibility to offer high school Algebra courses in 8th grade. This local flexibility will continue to be provided. The teacher teams worked to ensure that the expectations for what students should master at each grade level were the same for all learners in the grade level.</p> <p>The standards are the same for all students at each grade level; however, classroom teachers have autonomy and flexibility to differentiate instruction to meet the diverse needs of their students. The prerequisite concepts for Algebra are addressed in Grade 8. Flexibility is provided to local school districts to offer Algebra courses in middle school. That flexibility will continue to be provided with the implementation of these recommended standards.</p>
<p>Preparing for Post-Secondary. Is there any discussion with the University System of GA to ensure that incoming freshmen are adequately prepared, eliminating the need for remedial math courses?</p>	<p>High school-level teacher teams included faculty from Georgia's post-secondary institutions to ensure students mastering the key skills/concepts to access post-secondary opportunities without the need for remediation. Representatives from the University System of Georgia (USG) also served on the Academic Review Committee as part of the K-12 Mathematics Standards Review/Revision process.</p> <p>Additionally, the committees reviewed the graduation requirements along with course descriptions and standards for entry-level college courses to ensure that the proposed revisions address the preparedness of incoming freshman.</p>