

**From:**  
**Sent:** Monday, December 04, 2017 11:42 PM  
**To:** Colsman, Melissa; Review, Standards  
**Cc:**  
**Subject:** Re: standards review

Melissa,

Thank you for continuing to share my input. Below are a few more thoughts to share:

Below is a Reading, Writing and Communicating standard (English) for every single grade level through 12th grade and starting in KINDERGARTEN:

*"Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others."* (under Oral Expression and Listening, Colorado Essential skill #4.)

This is not appropriate in this subject matter, (English), it is a political/government agenda item.

General comments applicable to all standards using Science as an example:

I have skimmed over the science standards and noticed general statements about consumption of limited resources and awareness of consequences. Previously science class has required our middle school aged children to keep a journal of their family's habits of consuming resources to teach kids about their "footprint". Or to take an inventory of their medicine cabinet to compare different consumption rates. Such lessons have been highly controversial. If those lessons are still encouraged by the manner in which the standards are written please consider the following as you move forward in your revisions:

These sorts of lessons require children to question their lifestyle, their culture, their family traditions/ practices, their parent's judgement and authority, their nation's economic structure, their nation's political structure... when such issues are introduced at an age where the child is not yet physically and emotionally equipped to deal with these questions there can be serious consequences. One Dr. of Psychiatry spoke out against such lessons explaining that, taken together repeatedly in different subjects, this is causing our highly impressionable children to question their identity on too many levels while lacking the emotional development capacity to safely process these issues. This, he explained, is contributing to a fundamental emotional breakdown resulting in serious psychological manifestations ranging from cutting, to depression to suicide.

Taken together, many of the public education lessons have gone beyond teaching reading, writing and math and now get into shaping how our kids are to think and value. Although this might appear desirable as a social engineering avenue to address historic problems in hopes to "create a better world". Such meddling in the psyche of our young ones may have unintended and unanticipated consequences. For example, there has been an extreme educational focus on racial and gender tensions with the following outcomes: young males asserting that they should kill themselves simply because they are white and male.

We must exercise caution in our attempts to correct the ills of society through the public school system. The standards that go beyond academics into shaping the values of the next generation may be having unintended consequences. Please reconsider further deleting those parts of the standards that are targeted at shaping HOW the kids are to think about topics especially when these topics might conflict with the child's family, tradition, culture and or religion and instead, please consider narrowing the scope of the standards to academics.

Math:

Grade Level expectation 2. *'Communicate precisely to others, using clear definitions to justify their reasoning. They are able to use reasoning skills that rely on estimation, precision and comparison while continually asking themselves, "Does this make sense?"'*

This standard tests language rather than mathematical skills. This results in students who excel in math but lacking language communication skills to be potentially "held back" in their progress in math. Weakness in language skills could be a result of culture, foreign language as first language, or simply the manner in which an individual's brain processes information. This standard therefore results in necessarily disadvantaging certain individuals based on these characteristics. It is inherently **discriminating against individuals with characteristics that have nothing to do with the**

individual's ability to accurately do math. To eliminate this inequity, this standard should be removed entirely from the math standard in all grade levels.

Grade level expectation 4. *“Communicate effective logical arguments using justification and proof. Argumentation involves making and testing conjectures, drawing valid conclusions, and justifying thinking.”*

Grade level expectation 5. *“Use critical thinking to recognize problematic aspects of situations, create models, and present and defend solutions.”*

In so far as these grade level expectations also rely on language communication skills, these should also be amended/ deleted.

Thank you for your dedication and hard work on the Colorado Academic Standards and thank you for your kind consideration of my comments.

Sincerely,

May 5, 2017

Members of the Colorado State Board of Education  
c/o Colorado Department of Education  
200 Colfax Avenue  
Denver, Colorado 80203



Dear Colorado State Board of Education Members,

We, the Board of the Colorado Council of Teachers of Mathematics, appreciate the opportunity to provide input as the state embarks on a review and revision process for the Colorado Academic Standards (CAS). As a state-level content-specific organization, we have created many professional learning opportunities to support teachers since 2010 in implementing these standards, and have valued our partnership with the Department of Education in doing so.

Although we believe some revisions would be appropriate, we would advocate for preserving the scope, sequence, and specific content of the current CAS, as they reflect national and international benchmarks for college- and career-readiness, and align with the Department's purpose of supporting "the advancement and improvement of the state's education system to prepare all learners for success in a rapidly changing global workplace." In particular, the Pre-K through grade 8 standards are focused and coherent and provide deep conceptual understanding of key mathematical concepts, preparing all students for higher levels of mathematics. Additionally, the CAS align to the research base by equally promoting procedural fluency, conceptual understanding, and the ability to apply mathematics to authentic problems, thereby ensuring the essential skills our students need and deserve.

Without compromising the content and coherence, we hope the revisions will provide a more cohesive and comprehensive document that addresses some of the stumbles in implementing the CAS in the past seven years. For instance, the structure and content of the Prepared Graduate Competencies, Grade-Level Expectations and Evidence Outcomes could more effectively reflect the underlying mathematical structure, making connections within and across the standards more explicit to teachers and students. Additionally, the types of mathematical thinking (Mathematical Practices included in the Nature of Mathematics) and their connections to the content standards should be made more clear.

We believe more substantial revisions are needed within the high school standards. It would be helpful for the CAS to provide more guidance, language, and/or structure for high schools in order to clarify the necessary mathematics for all students, as well as additional content for students pursuing STEM fields, while still maintaining flexibility for schools and districts to meet the needs of their specific populations.

As an organization representing teachers of mathematics across the state, we believe that these recommendations will improve math experiences and outcomes for our students, and will position the CAS and Colorado as a model for other states.

We appreciate your consideration and all you do to support Colorado students and teachers.

Respectfully,  
CCTM Board of Directors

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**From:**  
**Sent:** Monday, December 04, 2017 9:34 PM  
**To:** Review, Standards  
**Subject:** Math standards feedback

Dear Colorado State Math Standards Committee,  
Cherry Creek School District gathered all of the Middle and High School Math Coordinators from the schools in our district to look at the newly revised state standards. Thank you for your hard work to provide a usable list of standards to help drive a common understanding of math instruction at each grade level. Together we came up with the following list of feedback:  
The new Prepared Graduate Statements are closely related to the 8 Standards for Math Practice. We believe the wording of the Standards for Math Practice are more powerful and comprehensive. Could these be used in place of the Prepared Graduate Statements?  
Please clarify the (+) standards. Will they be included in future state testing?  
The lettering/numbering system is difficult to follow. An “a” followed by another “a” makes referencing the standard difficult. Thank you for taking the time to read our feedback!

Cherry Creek School District

al Message-----

From:

Sent: Friday, November 17, 2017 9:18 PM

To: webmaster-2

Subject: CDE Webmaster - Friday, November -

Submitted on Friday, November 17, 2017 - 9:18pm Submitted by user: Anonymous Submitted values are:

Comment:

[https://www.cde.state.co.us/sites/default/files/documents/coextendedeod/documents/math\\_with\\_eeos.pdf](https://www.cde.state.co.us/sites/default/files/documents/coextendedeod/documents/math_with_eeos.pdf)

The EEO of the fourth grade standard math standard for number sense are wrong for 1 and 3. They seem too low. They are really low.