

Name	City	Role	Comments
Shana Ward	Rapid City	K-12 Math Educator	Equations and Inequalities 8.A.1 Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solution. Maybe reword "give examples" to IDENTIFY or make it like 8.A.6 KNOW THAT... : 8.A.6 Know that a system of two linear equations can have one solution, infinitely many solutions, or no solution. Will they actually have to "give examples" make up there own equations on an assessment? Or will they just identify equations that are of one solution, no solution, infinite solutions.
Karla Dieterle	Rapid City	K-12 Math Educator, Parent/Guardian	A2.QF.1 Solve quadratic equations with complex number solutions. I have issues with this standard. Why are we only focusing only complex numbers (imaginary numbers)? Shouldn't we also solve quadratics involve in real life. I know you have it in Algebra 1 but I have been teaching for 19 years and I can tell you the students still need to learn how to solve quadratics with real numbers as it is on ACT test and college entrance exams. If they only see it in Algebra 1 you are setting the students up for failure. Are you guys even thinking about the students?
Karla Dieterle	Rapid City	K-12 Math Educator, Parent/Guardian	I noticed there is no 4th year math section. What about the schools that offer 4th year classes to prepare students for college? Why again are you setting the students up for failure by not preparing them for college? You need to think about all students not just the ones not going to college. We have always had 4th year math standards, why all of a sudden are you not looking at 4th year math standards. You never addressed that in your changes.
Sharon Vestal	Brookings	Higher Education Professional	I noticed that the 8 Standards for Mathematical Practice were completely removed from the proposed math standards. These are a roadmap for high-quality math instruction, so it upsets me that these were removed. Why are in the list of changes, it says that they are woven throughout the standards, but I don't really see that. Would the board consider adding in some practice standards? The recently adopted Computer Science standards have practices listed, and the Science standards list science and engineering practices. It would be beneficial for some best practices to be included in the proposed math standards.
Kevin Smith	Brookings	Higher Education Professional	My main concern is not having the Standards for Mathematical Practice listed. I worked with preservice teachers and the MP standards are a critical part of learning to be a good math teacher. They serve as a reminder for the habits that we should be working to instill in our students across all grade levels. I like that you've thought about how to embed them in the content standards, but I think you should also have them listed separately with an explanation about what they are.
Jessica Klimisch	Vermillion	Higher Education Professional, K-8 Math Preservice Teachers Instructor	Standard 2.N.3 includes two separate skills - being able to count by 2s to 50 AND identifying whether the number is odd or even. It may be beneficial to separate these into two separate standards.
Shana Ward	Rapid City	K-12 Math Educator	8.A.3 Analyze and solve one-variable linear inequalities with rational coefficients. This standard is new to 8th grade. Concern: text books that have been adopted do not have this standard aligned with 8th grade and do not include it. It is a high school standard for Algebra 1. Why add a standard? It is already difficult enough to cover all the standards. 8.A.4 Understand a system of linear equations to be a set of two or more equations. 8.A.5 Know that the solution to a system of two linear equations is an ordered pair that makes both the equations true. 8.A.6 Know that a system of two linear equations can have one solution, infinitely many solutions, or no solution. 8.A.7 Solve real-world and mathematical problems involving leading to two linear equations in one and/or two variables. Are 8th graders not required to solve a system of linear equations? But only to look at a system and understand if there is one, none, or infinite solutions from a graph or from equations?
Kelly Coates	Rapid City/Box Elder	K-12 Math Educator	Positives: More concise and LOVE that the HS standards are more in line with traditional classes as opposed to the more varied old set (building functions, seeing structure, ect.) Dislike: Trying to integrate the mathematical practices was only partially successful. The previous format of those was very clear, much to students' benefit in my opinion. I think we lose something worthwhile by cutting/changing those mathematical practices. Other notes: I know there was a lot of public backlash over the Common Core standards of two rounds of updates ago. I understand partially drifting from those for the sake of public sentiment, but going to a SD exclusive set of standards also makes it more difficult to find curriculum materials from national publishers in direct line with SD standards. We are still mostly in line with national traditions, but it seems unlikely that many publishers will create materials directly in line with our new standards. That creates more work for cross referencing/supplementing for busy teachers. Not sure what I would propose as a fix for that, but thought it was of note.
Nicole Swanson	Brookings	K-12 Math Educator Student (SDSU Sophomore)	The 7th grade mathematical standards are missing a lot in the algebra section. I am concerned by the lack of standards on solving equations. Where did these go? Students need to have a grasp of how to solve equations if they are going to move onto the algebra standards that are given them in the 8th grade content. Also do 7th graders need to be able to solve equations from word problems or why isn't this included in the standards. Overall, I missed some of the examples and clarifications that the old standards have. The new ones are shorter to read but not as clear due to this.
Cindy Kroon	Hartford	K-12 Math Educator, Grandparent	I am concerned about the impact of the changes on school curriculum. Publishers write for large markets, and concentrate on covering the Common Core standards because that is their largest market. The current SD standards were originally adopted and updated with this in mind. Where will we find curriculum that matches the new standards? The SD market is much too small for any publisher to be interested in writing to our custom standards. If adopted, these standards will require SD teachers to basically write their own textbooks adapted to these non-standard standards. SD teachers do not have time to do such extensive curriculum adaptation and supplementation in addition to their already heavy workloads.
Michael Amolins	Harrisburg	K-12 Administrator, K-12 Retired Teacher	A quick guide to major instructional shifts would be extremely helpful for teachers as they review the proposed math standards. For example, shifting matrices into Algebra 2 when previously taught in "4th year math" at the high school level, the addition of measurement standards in middle school, etc. With respect to specific commentary at this time - there is no mention of long division in the standards until Algebra 2 (Standard A2.PR.11), where the standard states that a student should use long division to divide polynomials. It seems appropriate that students in upper elementary and middle school would first be required to learn long division at a foundational level prior to application in a complex calculation such as this.
Shaun Groen	Sioux Falls	K-12 Math Educator	7.G.1, 7.G.2, & 7.G.3 Circles have 3 standards now (originally only 1) - SA, V now only have 1 - Should a more detailed concept have more areas of measure? 7.A.1 is the exact same as 6.A.10 - usually they change from grade to grade 7.A.4 is the exact same as 6.A.11 - usually they change from grade to grade 7.A.3 nothing about solving 2 step (or multistep) equations in 7th grade 7.G.6 & 7.RP.3 removed the word equation from the standard (in multiple examples) 7.SP.1 box plots were only in 6th and Alg 1 and labeling quartiles and outliers is new to 7th grade 7.G.3 there are two of these, the numbering is off 7.SP.5 there is a type of medium when should say median 7.SP The new SP seems simpler to understand b/c more broken down. 7.A.3 used the word "create" where everything else is write 7.NS.A.2 (old standard reference) In the new standards, 7.A.2, does not use the words distributive property or combine like terms now, but they do in 6th and 8th grade. Describe, calculate, identify (academic language) is missing in current and more prevalent in new standards.