

Kentucky Mathematics Assessment Blueprint

Public Feedback Survey and Summary

April 2026



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Public Survey

KRS 158.6453 calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments with one or two content areas to be reviewed each year, and every six years after that on a rotating basis. While the *Kentucky Academic Standards for Mathematics* were under review, public feedback was sought on the corresponding assessment blueprint in mathematics from January 23, 2026 through February 27, 2026.

The Assessment Blueprint has dual purposes. It provides targets for test development and information to teachers as they make instructional decisions. Visit the KDE’s [Assessment and Accountability Blueprint](#) webpage for more information on the blueprint development and revision process. The KDE releases blueprints as a resource for curricular and instructional decisions for schools.

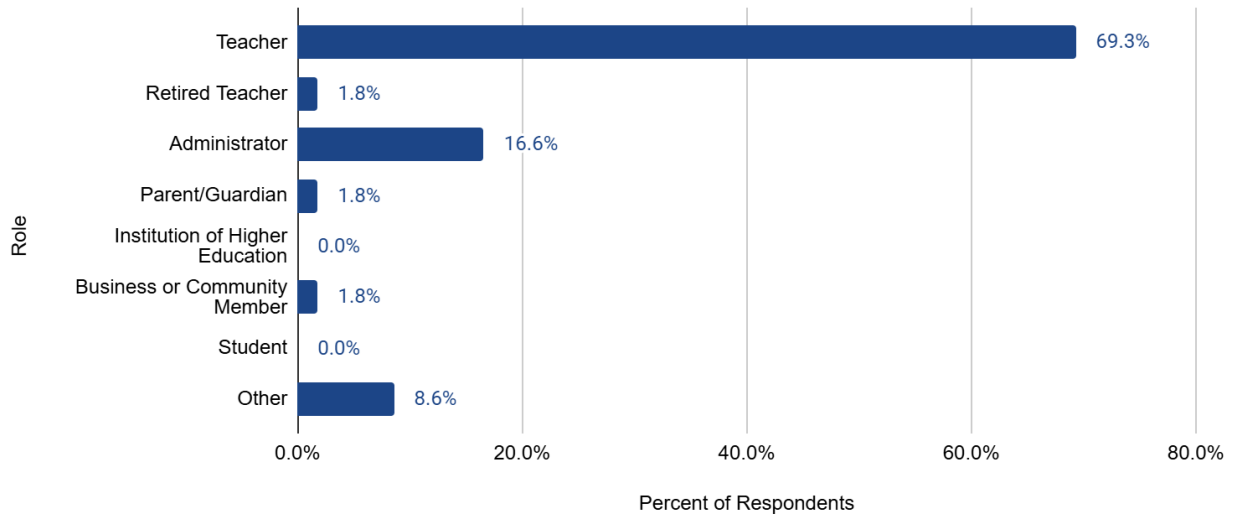
The Assessment Blueprint survey began by collecting demographic information from respondents. For each grade included in the assessment blueprint (grades 3-8 and grade 10), respondents were then asked whether the target percentages for each mathematics domain should be higher, kept as-is, or lower. Respondents were required to provide a short response if they selected “higher” or “lower” about how to revise the domain percentages. After this main section, respondents were asked a similar set of questions on the current non-calculator percentages for each band. Finally, respondents were asked to rate how much they agreed with a series of statements about the overall Mathematics Assessment Blueprint.

Respondent Information

This section contains general demographic information about the respondents who answered the survey’s background information questions. Note that not all respondents completed the survey in its entirety, leading to possible discrepancies in the total number of responses for each question.

Demographic Questions	Yes		No		Total
	Number	Percent	Number	Percent	
Do you live in Kentucky? Please note that residing in Kentucky is not a requirement for responding to this survey.	160	98.2%	3	1.8%	163

Which role best describes your affiliation with the Kentucky Public Schools?



Which role best describes your affiliation with the Kentucky Public Schools?	Responses	
	Percent	Number
Teacher	69.3%	113
Retired Teacher	1.8%	3
Administrator	16.6%	27
Parent/Guardian	1.8%	3
Institution of Higher Education	0.0%	0
Business or Community Member	1.8%	3
Student	0.0%	0
Other (please specify)	8.6%	14
Total responses = 163		

Note: Of the respondents who selected “Other”, four respondents identified as “instructional/curriculum coach”, two respondents identified as “KDE staff”, and one respondent identified as each of the following: “district office”, “district administrator”, “regional consultant for WKEC”, and “coop staff”.

Teacher

These questions only apply to those responding as “Teacher.”

Which grade level(s) do you teach? Check all that apply.	Responses	
	Percent	Number
Pre-Kindergarten	0.0%	0
Kindergarten	11.7%	13
1	12.6%	14
2	12.6%	14
3	18.9%	21
4	25.2%	28
5	27.0%	30
6	15.3%	17
7	20.7%	23
8	16.2%	18
9	18.9%	21
10	15.3%	17
11	11.7%	13
12	10.8%	12
Total responses = 111		

How many years of teaching experience do you have?	Responses	
	Percent	Number
0–5	9.9%	11
6–10	18.9%	21
11–15	26.1%	29
16–20	19.8%	22
21–25	17.1%	19
26–30	4.5%	5
More than 30	3.6%	4
Total responses = 111		

Administrator

These questions only apply to those responding as “Administrator”.

Currently, what is your primary assignment as an administrator? Check all that apply.	Responses	
	Percent	Number
Preschool	7.4%	2
Grades K-3	25.9%	7
Grades 4-5	25.9%	7
Grades 6-8	18.5%	5
Grades 9-12	7.4%	2
District-wide	51.9%	14
Other	0.0%	0
Total responses = 27		

How many years of experience do you have as an administrator?	Responses	
	Percent	Number
0–5	29.6%	8
6–10	14.8%	4
11–15	22.2%	6
16–20	7.4%	2
21–25	11.1%	3
26–30	11.1%	3
More than 30	3.7%	1
Total responses = 27		

Previous Participation in Standards Reviews

Did you participate in any of the previous reviews for the <i>Kentucky Academic Standards (KAS) for Mathematics</i> ?	Responses	
	Percent	Number
Yes	36.6%	59
No	63.4%	102
		Total responses = 161

Overview

General Items

Following the grade level items in the survey (detailed in the following section), respondents were asked, “How much do you agree with the following statements about the Mathematics Assessment Blueprint?” The results for each statement are detailed in the tables below.

The Blueprint is easy to read.	Responses	
	Percent	Number
Strongly disagree	0.0%	0
Disagree	7.5%	4
Neither agree nor disagree	7.5%	4
Agree	56.6%	30
Strongly agree	24.5%	15
		Total responses = 53

The Blueprint is easy to understand.	Responses	
	Percent	Number
Strongly disagree	0.0%	0
Disagree	11.3%	6
Neither agree nor disagree	11.3%	6
Agree	52.8%	28
Strongly agree	24.5%	13
Total responses = 53		

The Blueprint provides a look at state summative assessment development for teachers.	Responses	
	Percent	Number
Strongly disagree	7.5%	4
Disagree	13.2%	7
Neither agree nor disagree	22.6%	12
Agree	37.7%	20
Strongly agree	18.9%	10
Total responses = 53		

The Blueprint is useful to non-educators.	Responses	
	Percent	Number
Strongly disagree	7.7%	4
Disagree	32.7%	17
Neither agree nor disagree	25.0%	13
Agree	23.1%	12
Strongly agree	11.5%	6
Total responses = 52		

General Feedback

Additionally, the survey prompted respondents to provide general feedback about the Mathematics Assessment Blueprint. The data collected from these items is detailed below. Note that public feedback is left as-is and has not been edited.

In your opinion, what is the most useful aspect of the Mathematics Assessment Blueprint?

Responses:

1. The percent of each category of problems
2. The blueprint's "most useful" feature is simply that it reveals the test's structure, which helps educators survive the system rather than improve it.
3. It does help clarify the proportion of time which should be spent during the instruction year on sets of standards.
4. We know standards and percentages of use for each domain.
5. Re-enforces balance of learning across domains
6. Clarifies the focus and attention which should be given to each domain.
7. The Blueprint should play a small part in helping educators prioritize the standards. When each area is equal in weight it is more difficult for teachers to prioritize standards.
8. Knowing the focus of the content can help teachers allocate time and effort in what contents need to be focused on. More integrated ideas need to come from the content.
9. Percentages and question types
10. Other than to tell you what percentage of the state assessment will focus on the standards grouping, not much. It would be more helpful to see the progression of a standard, not just with the standard numbers, but with an actual example, or examples, as the concept moves from grade level to grade level. The released items are beneficial with the explanations.
11. It is clear and concise.
12. Having the breakdown all in one spot.
13. The standards breakdown and calculator percentages.
14. Being able to add input for what our students will be doing and what they actually need for future careers/life skills.
15. helps with pacing in instruction
16. Provide additional examples to help educators have multiple sources to determine the skill required to be mastered by students
17. The breakdown of questions based on standards. Allows educators to focus on priority standards.

18. It is easy to follow
19. Giving educators percentages on how much of each domain will be assessed on the KSA.
20. the accessibility with ease of reading.
21. The simplicity.
22. It shows the percentage of items for each category.
23. It shows the percentage of items for each category.
24. It would great to have more specificity on specific standards to know essential standards that will be assessed. We understand not to teach toward a test, but helpful to know which standards are essential to master at each grade level and will be accurately assessed for effective learning. Not sure it helps non-educators understand what it actually means.
25. The description that it will be all based on the Standards for Mathematical Practice.

Do you think there are any features missing from the Mathematics Assessment Blueprint? If so, please specify.	Responses	
	Percent	Number
Yes	27.4%	17
No	72.6%	45
		Total responses = 62

Responses:

1. Standards often reference modeling, reasoning, and communication, but the blueprint rarely shows how these practices appear in the assessment. The result is a test that claims to measure “mathematical thinking” but mostly measures procedural fluency.
2. Format of questions
3. Mathematical Practice
4. A specific list of standards which would be considered to align to each question strand
5. Maybe add explanation of clusters
6. Question type percentages should be included in the blueprint
7. Understanding of these percentages.
8. Breakdown of DOK questions. Are we going to have more 2 and 3? more 1 and 2?
9. Instead of percentages by domain, it may be helpful to give an actual number of questions by domain.
10. examples of questions
11. descriptions of components for non educators
12. How written response items are included, what is the domain of these?
13. Maybe a reference to the Performance Level descriptors.

Please provide any additional feedback for the advisory panel and review committee to consider when making decisions about the Mathematics Assessment Blueprint.

Responses:

1. The advisory panel and review committee may want to strengthen the Mathematics Assessment Blueprint by making it more transparent, instructionally useful, and equitable; educators would benefit from clearer explanations of cognitive rigor, annotated sample items, and examples of student work that illustrate proficiency expectations, along with more explicit guidance on how the assessment supports diverse learners and aligns with universal design principles; the blueprint would also be more effective if it clarified the rationale behind item distribution, showed how assessed skills progress across grade levels, and offered high-level direction on appropriate interpretation of assessment data so schools can use results responsibly and avoid narrowing instruction.
2. I would like to know how many questions will be short answer (type in the box questions), matrix-type questions, multiple choice. If we are going to have matrix type questions, students should given partial credit for those. For example, if the matrix has 4 problems, then 3 out of 4 should be mastery level. I think it is unfair to give students a matrix type question and make it all or nothing in terms of getting it right.
3. I believe consideration needs to be given as to the main focus of each grade level. If not, then we continue to go a mile wide and an inch deep. When there is intentional focus to a main big idea for each year, it allows for deeper instruction and understanding to take place. For example, 7th grade is all about proportional reasoning. Everything taught within that year should be able to be tied back to proportional relationships. 5th grade should be all about fractions...introducing these concepts too early leads to an "I can't do fractions" belief among students. The blueprint helps to guide the attention and focus (prioritization) given to each of the standards and should align to the big picture.
4. Examples discussed above.
5. Years ago scores released to schools were broken down by domain. This was very useful for reflection. I would like to see the data broken down by domain and question type in the future in our score reports.
6. The standards that are assessed on the non-calculator vs calculator section would be beneficial to know.
7. N/A

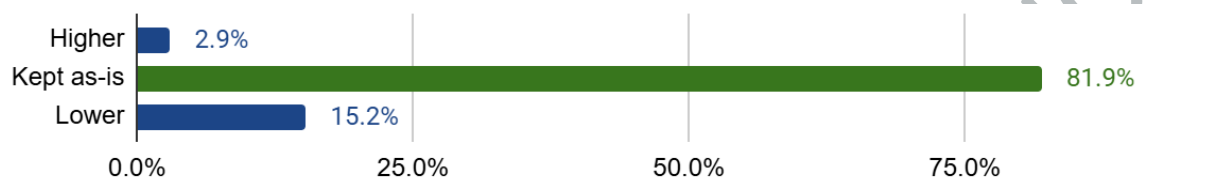
8. I wish every standard and sub part had example test questions with explanations to provide even further context
9. Provide more information that will allow educators to prepare students for the test. Students get nervous, and 3rd graders especially so as this is the 1st time taking a high-stakes test. Providing more information on the type of question (multiple choice, technology enhanced, cloze, etc) would allow educators to ensure that they have exposed their students to such questions.
10. I think that more sample test questions should be provided to educators. Instead of just a few questions, I think it would be more beneficial to have a PDF full of past released items that are sorted by domain. This not only provides plenty of test prep for educators, but it also can give them a better perspective of how to prepare students for the KSA. My experience with using released items has been that the wording of the question confuses students even though they know the content that is being assessed. As such, a lot of them feel defeated from the beginning and lose confidence in answering the questions accurately. If I had multiple examples of released items, then I could better prepare my students throughout the school year, spacing out test prep instead of cramming it in at the end because I don't have access to very many examples.
11. more specificity regarding standards - not just domains
12. Far too many math reasoning questions. It is a test of reading comprehension and inferencing- not the ability to compute. Many questions need outside background knowledge. The math problems are at a higher level of reading than the grade tested in math. Make the problems short and to the point. The math test is not age-appropriate. Methods of how to solve a multiplication problem ie- box method, partial products, etc. should not be assessed- the ability to compute the problem and get the correct answer is what should matter.
13. A parent document to see easily what type of questions will be on the assessment, and clear understanding of how to work out each question. Not done in a way that is just for educators. Parents do not know how to help their students at home because the written answers and keys are written above grade level.

Feedback by Grade

In the main portion of the survey, respondents were asked whether the target percentages for each mathematics domain should be higher, kept as-is, or lower for each grade included in the assessment blueprint (grades 3-8 and grade 10). Respondents were required to provide a short response if they selected “higher” or “lower” about how to revise the domain percentages.

Grade 3

Operations and Algebraic Thinking (30-35%)



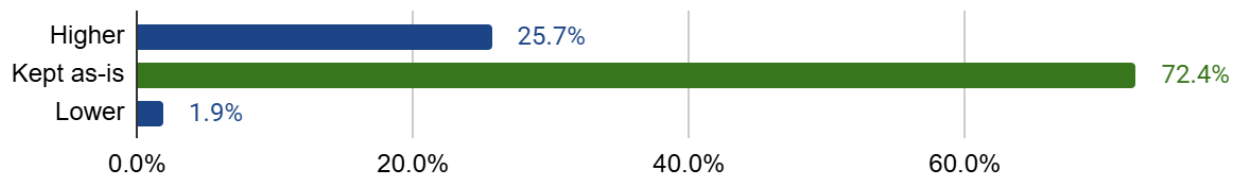
Suggestions for “Higher”

1. 35%
2. X
3. This is where we spend the bulk of our instructional time each year. I would say that 40 - 50% of time is spent ensuring that students gain multiplicative thinking, it should be the most emphasized portion of the test.

Suggestions for “Lower”

1. 25%
2. 20-25%
3. 25%
4. 15%
5. 25-30%
6. 20
7. 20% would be better
8. 20%
9. Even out a bit with base 10
10. Students must know operations before applying algebraic thinking
11. Algebraic thinking is too advanced for this age developmentally.
12. 25%
13. 20% would be better
14. As much as I appreciate the need for focusing on algebraic thinking, the focus in earlier grades should be on developing their mathematical foundation.
15. 25-30
16. Increase Geometry here.
17. 20-25%

Number and Operations in Base Ten (15-20%)



Suggestions for “Higher”

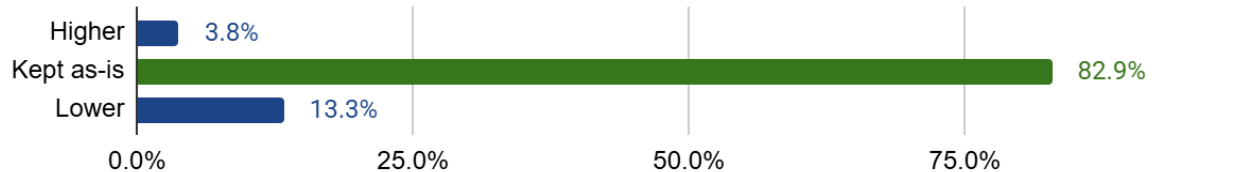
1. 25%
2. 20%
3. 25-30%
4. 30%
5. 20-25
6. 25-30%
7. X
8. 20-25%
9. 25% - take 5% from Measurement and Data
10. Understanding our numbers and operations is a key pivotal point from 2nd to 3rd grade.
This is the main content that all other math is built from to progress in higher math.
11. 35
12. 20-25
13. This is more real life. 30%
14. Even out with algebraic thinking
15. Basic operations are foundational and must be fully mastered
16. 20-25
17. 20-25%
18. 25%
19. 25
20. This strand should be the main focus of the work at this grade level.
21. This domain should be firm and we need to ensure students have a firm grasp on it before moving forward.
22. Students are taught base ten skills in 2nd and 3rd grade. This is appropriate skills for them to have.
23. 20-25
24. 40%
25. Students are within 1,000 in 3rd grade and move up to 1,000,000 in 4th grade. The gap need to close.
26. 25%

27. More essential standards to ensure foundational math skills (25% suggested)
28. 20-25

Suggestions for “Lower”

1. There are only 3 standards, it should not be a large portion of the test.
2. 10

Number and Operations -- Fractions (20-25%)



Suggestions for “Higher”

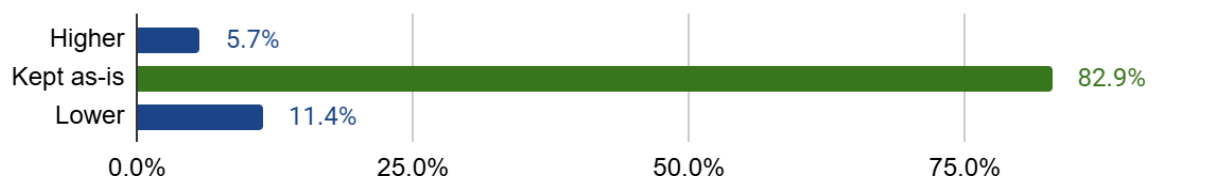
1. 25%
2. Students continue to struggle with fraction representation and operations all the way through high school. Familiarity, flexibility and fluency beginning and continuing through grade levels is so important. Placing importance assessment questions may reinforce
3. 30
4. 25-30

Suggestions for “Lower”

1. Should be less
2. 15%
3. 15%
4. X
5. Fractions are a beginning to form in grade 3. Students are now making a connection between multiplying and dividing. Fractional ideas are just beginning to form and beginning to be formally labeled. This should be assessed at a lower or most basic level
6. 10-15
7. A basic understanding of fraction values is good at this age, but not operations with fractions.
8. 10-15
9. 15%
10. More focus on Number and Operations
11. Let's focus on ensuring students have a firm understanding of whole numbers before focusing so much on fractions.
12. This is a new skill that is taught in 3rd grade.
13. 40%

14. Foundational just learning

Measurement and Data (15-20%)



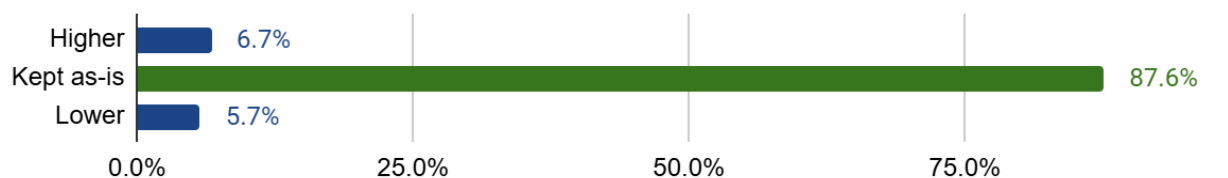
Suggestions for “Higher”

1. 20%
2. 25%
3. 25%
4. This is more real life. 25%
5. This is more real life. 25%
6. It is imperative that students spend more time with measurement as it helps develop their spatial reasoning. I notice that this strand does not seem to be a priority for curricula and teachers alike.
7. 25

Suggestions for “Lower”

1. 10-15
2. 5%
3. X
4. Make it 10-15% - give 5% to Number and Operations in Base Ten
5. Reduced for fraction work
6. 10-15
7. 10-15%
8. 10
9. I think that measurement and data should be about the same percentage as geometry.
10. About the same as geometry
11. Less essential standards mirror geometry
12. 10-15

Geometry (10-15%)



Suggestions for “Higher”

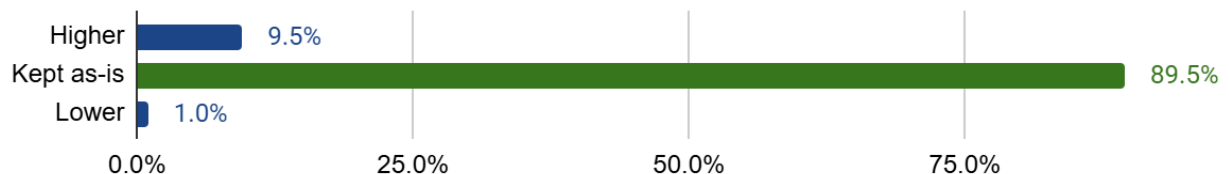
1. 25%
2. 20%
3. 20%
4. 20-25
5. 20
6. This is an important area in math and seems to be placed at the end of many scope and sequences and not taught in depth. It is important for real life and high school struggles with many learning gaps in this area.
7. This is deemed a critical area on the overview page.

Suggestions for “Lower”

1. 10-15
2. 5%
3. X
4. Much of what is taught here is sometimes forgotten further along, go deeper with this content at a specific grade level.
5. There are only 2 standards, one of which relates to fractions, this should not be a large portion of the test.
6. 10

Grade 4

Operations and Algebraic Thinking (15-20%)



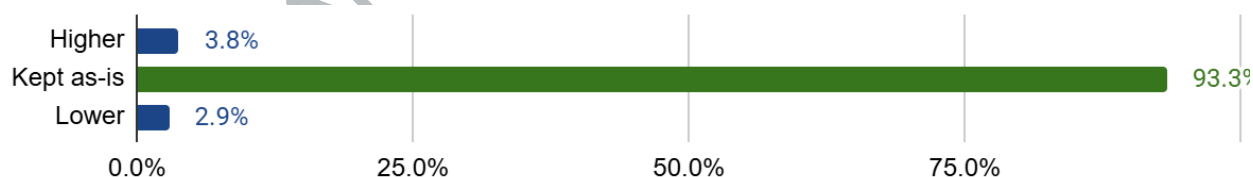
Suggestions for “Higher”

1. 25%
2. 20%
3. 25-30%
4. X
5. As the 4th grade brain grows the thinking is now ready to problem solve. The thinking behind the operations and alg thinking is more solid.
6. 20-30
7. 25-30%
8. Students are continuing to review and build on their skills in this area. It should be tested on to see what they know.
9. 40%
10. Balanced with NBT standards

Suggestions for “Lower”

1. 30

Number and Operations in Base Ten (25-30%)



Suggestions for “Higher”

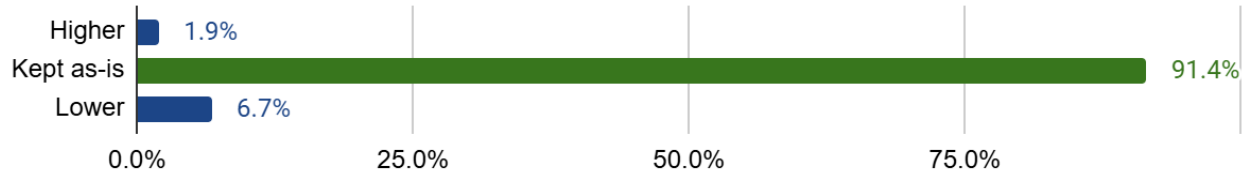
1. 30%
2. X
3. 40%
4. 30-35%

Suggestions for “Lower”

1. 25%

2. 20
3. 15

Number and Operations -- Fractions (25-30%)



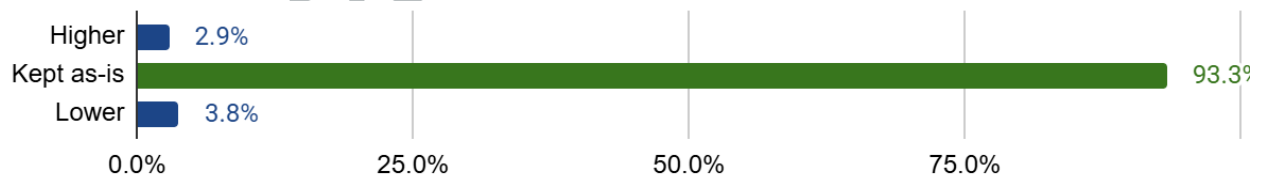
Suggestions for “Higher”

1. 30%
2. 30-35

Suggestions for “Lower”

1. 15%
2. 20%
3. The Fractional relationships are still very delicate idea for the brain of a 4th grader. The ideas of all the fractional types are still growing. Mastery should be held to 5th grade and higher.
4. 15-20
5. 20-25%
6. 10%
7. This is a developing skill; not all clusters are deemed to be critical on the overview page.

Measurement and Data (10-15%)



Suggestions for “Higher”

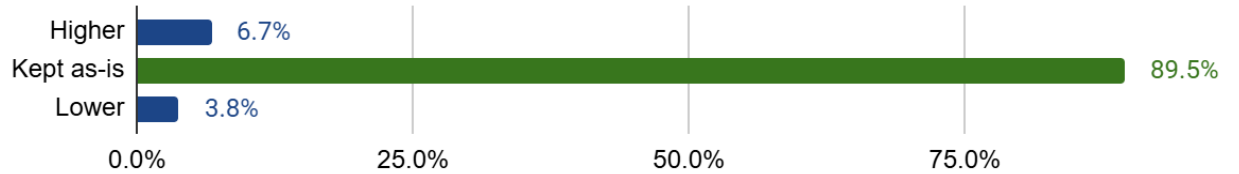
1. 15%
2. 20%
3. 20

Suggestions for “Lower”

1. 5%
2. X

3. 10
4. This does not build into 5th grade as much. It can be lowered for geometry to be higher

Geometry (10-15%)



Suggestions for “Higher”

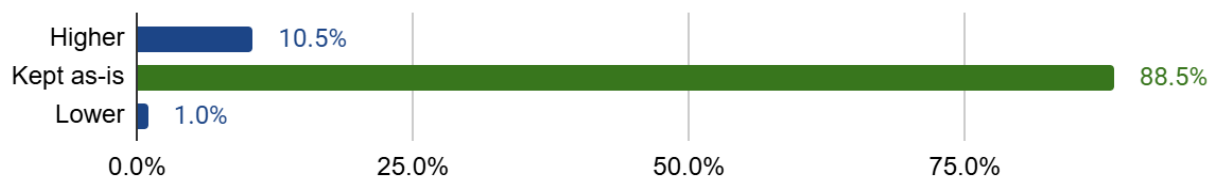
1. 15%
2. 20%
3. 20%
4. I do not feel that students are accessed on this area when it is a strong area for all students.
5. 20
6. Must be higher for prior knowledge for 5th grade
7. This is deemed a critical area on the overview page.

Suggestions for “Lower”

1. 5%
2. X
3. 10
4. As students focus so much on number systems, we have to lower the focus somewhere, and geometry makes the most sense.

Grade 5

Operations and Algebraic Thinking (15-20%)



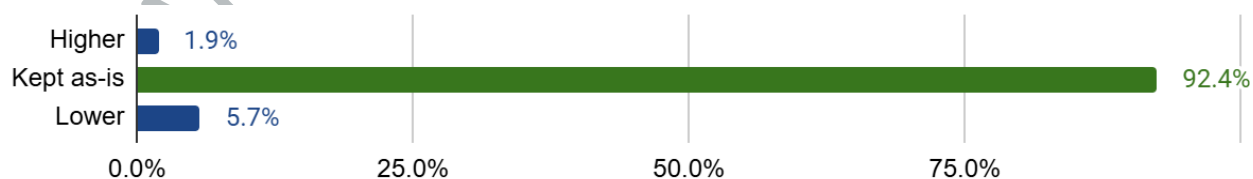
Suggestions for “Higher”

1. 2%
2. 20%
3. 25%
4. 25-30%
5. 225-30
6. Students need to be prepared for middle school algebraic thinking
7. Students should be moving to more flexible operations and work reflected in the assessment questions, reduce the measurement and data.
8. 25-30%
9. 25
10. Students are continuing to review and build on their skills in this area. It should be tested on to see what they know.
11. 40%
12. Balanced with NBT Standards

Suggestions for “Lower”

1. As students hone in on completing their fraction understanding, that is where the bulk of the focus should go.

Number and Operations in Base Ten (25-30%)



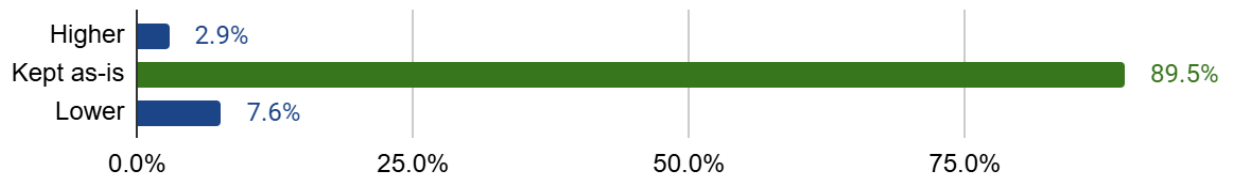
Suggestions for “Higher”

1. 30%
2. 40%

Suggestions for “Lower”

1. 25%
2. 25%
3. 20%
4. X
5. 20
6. 20
7. 15

Number and Operations -- Fractions (25-30%)



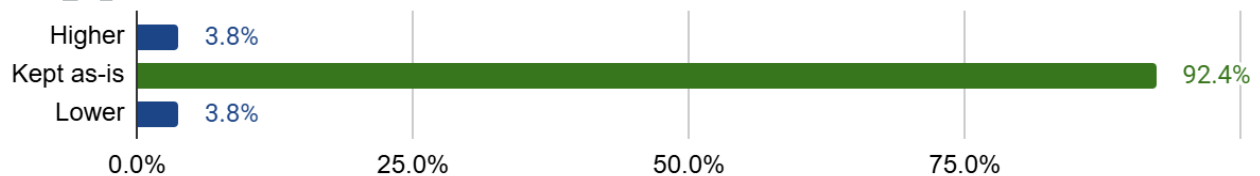
Suggestions for “Higher”

1. 30%
2. X
3. As a middle school teacher, I can tell you that less than 10% of my incoming 6th graders have mastered fraction operations.

Suggestions for “Lower”

1. 15%
2. 25%
3. 25%
4. 20
5. 15-20
6. 20
7. 20-25%
8. 15
9. 10%

Measurement and Data (10-15%)



Suggestions for “Higher”

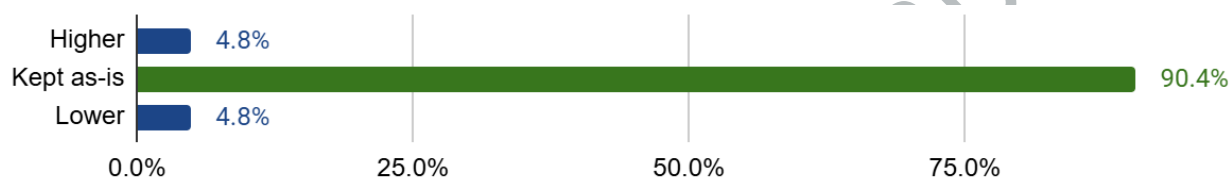
1. 15%

2. 20%
3. 20-25
4. 25

Suggestions for “Lower”

1. 15%
2. 5%
3. Move towards algebraic thinking
4. 10

Geometry (10-15%)



Suggestions for “Higher”

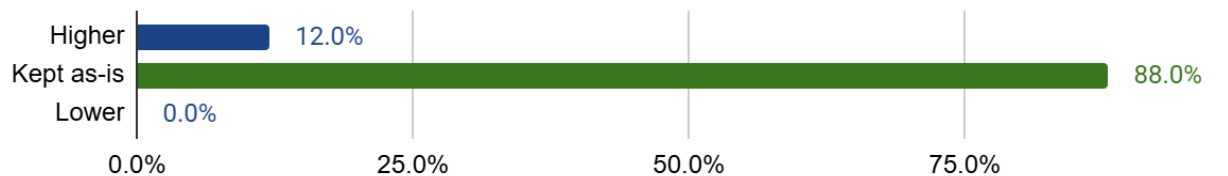
1. 15%
2. 20%
3. 20%
4. I do not feel that students are assessed on this area when it is a strong area for all students.
5. 25

Suggestions for “Lower”

1. 10%
2. 5%
3. 19
4. 10%

Grade 6

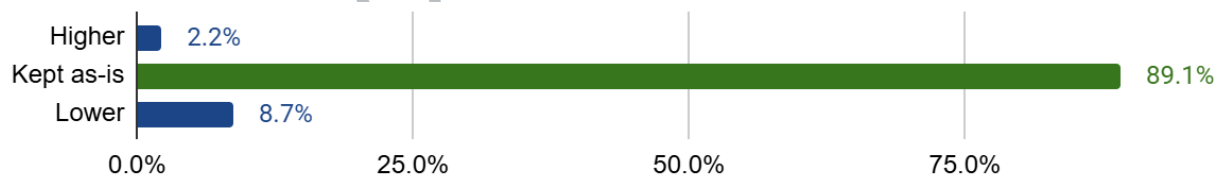
Ratios and Proportional Relationships (10-15%)



Suggestions for “Higher”

1. 15%
2. 20%
3. 25
4. 20% - take 5% from Geometry or Statistics
5. 20-25
6. 20-25% range at least. 6th grade should be mastering ratios at this time from the work in 5th grade.
7. 30-35%
8. 15-20
9. To prepare for 7th and 8th grade
10. Increase from Stats
11. 6th grade is where students start to transition from thinking multiplicatively to proportionally, and while this is a struggle for many students, increasing the target percentage ensures that we focus on this shift.

The Number System (30-35%)



Suggestions for “Higher”

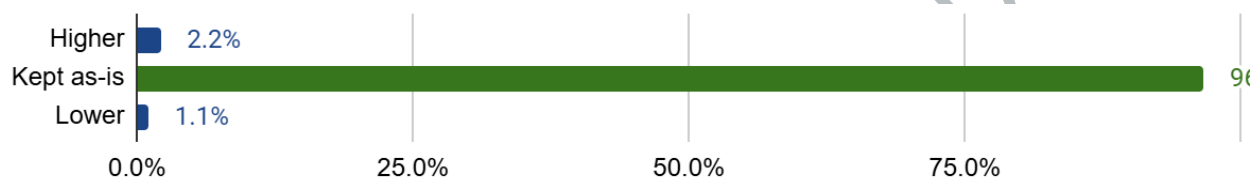
1. 35%
2. 35-40%

Suggestions for “Lower”

1. 25%
2. 20
3. 20-25

4. as a number system this has foundational content but to assess as a major content area the 30% is too high.
5. 10_15%
6. I think ratios and proportional relationships should be higher
7. Why? Dividing fractions and decimals operations? One we rarely do in the real world and the other we have access to calculators. In 6th grade, we should be shifting focus to helping student think proportionally and less on NS standards.
8. This seems to be a large portion, but it is a critical area. When compared to grades 7 and 8 this extremely high.

Expressions and Equations (25-30%)



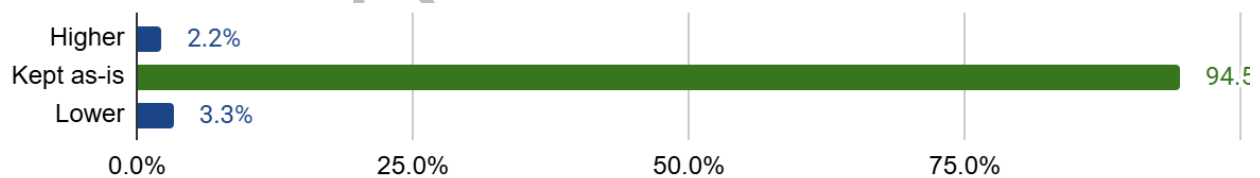
Suggestions for “Higher”

1. 30%
2. About 40%

Suggestions for “Lower”

1. 15-20%

Geometry (15-20%)



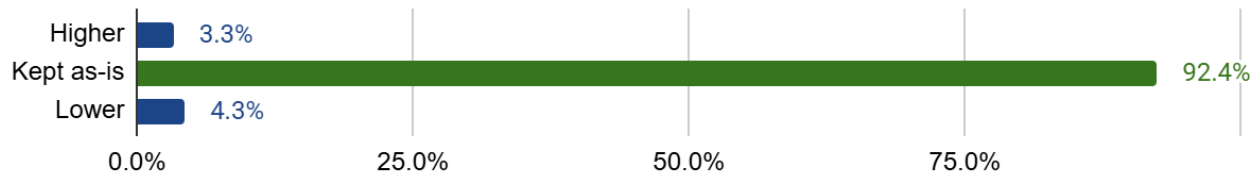
Suggestions for “Higher”

1. 20%
2. 20%
3. This is a critical area on the overview page.

Suggestions for “Lower”

1. Give 5% to Ratios and Proportional Relationships
2. 10-15
3. I think the standards in 6th grade geometry are not very applicable to the real world, so there is no reason to give about 1/5 of the assessment focus on these skills.

Statistics and Probability (15-20%)



Suggestions for “Higher”

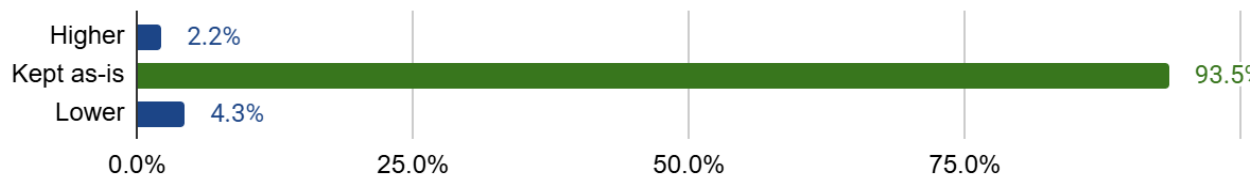
1. 20%
2. 20%
3. Our students live in a world in which they need to understand data and statistics. Keeping this low ensures that most teachers cram these important skills in the week before testing.

Suggestions for “Lower”

1. Give 5% to Ratios and Proportional Relationships
2. 10-15
3. About 10%
4. Move towards Ratio and Proportions

Grade 7

Ratios and Proportional Relationships (20-25%)



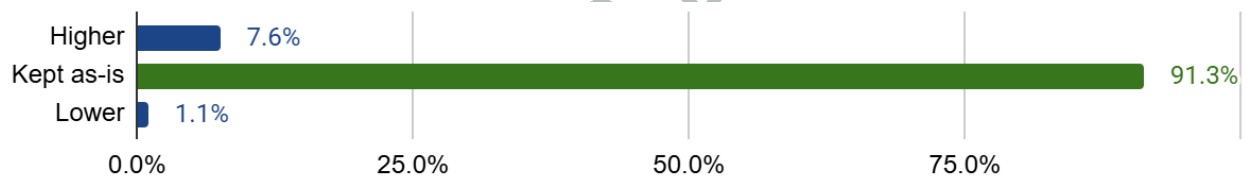
Suggestions for “Higher”

1. 25%
2. 35-40%

Suggestions for “Lower”

1. 20%
2. 15-20
3. 15-20%
4. 15

The Number System (15-20%)



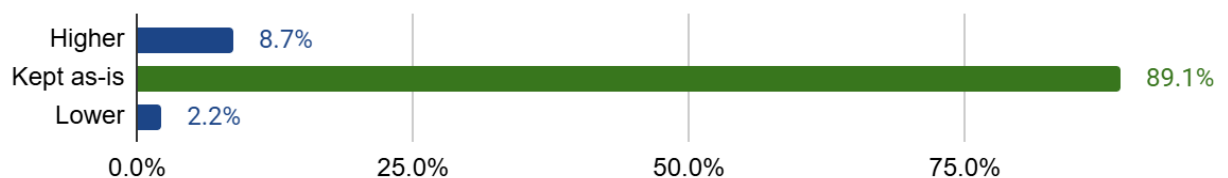
Suggestions for “Higher”

1. 20%
2. 20%
3. 20-25%
4. 20-25
5. 20-25%
6. 20-25%
7. 25

Suggestions for “Lower”

1. Students are able to use a calculator for these things in real life, we should be past doing things by hand.

Expressions and Equations (20-25%)



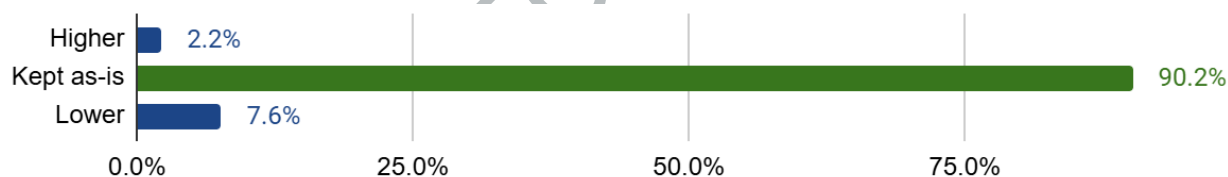
Suggestions for “Higher”

1. 25%
2. 25-30
3. 25-30%
4. take 5% from Statistics and Probability
5. 25-30
6. 30
7. 25-30%
8. This is extremely important for their future in high school math.

Suggestions for “Lower”

1. 20%
2. 10-15%

Geometry (20-25%)



Suggestions for “Higher”

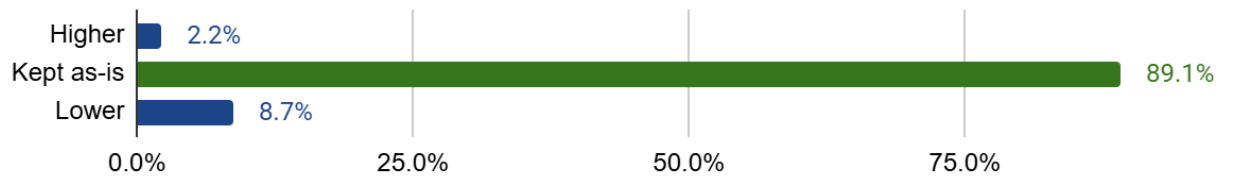
1. 25%
2. This is extremely important for their future in high school math.

Suggestions for “Lower”

1. 20%
2. 10-15%
3. 15-20%
4. 15-20
5. 15-20%
6. Why would we give so much attention to this strand when considering all the other imperative standards in 7th grade? This should be a small percentage, or other geometric standards should be moved into 7th grade.

7. 15-20%

Statistics and Probability (20-25%)



Suggestions for “Higher”

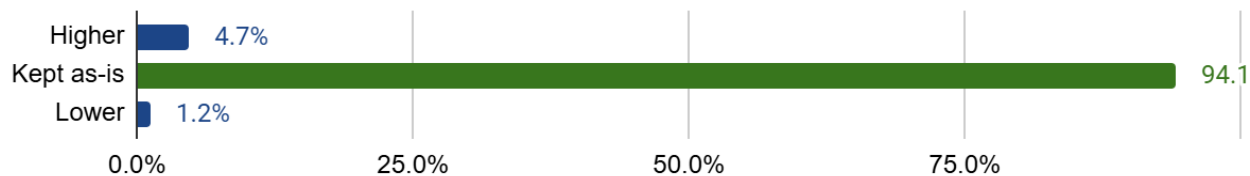
1. 25%
2. This is the time in which students are introduced to probability and apply what they learned about statistics in 6th grade, so we should increase the focus on this strand in 7th grade.

Suggestions for “Lower”

1. 20%
2. 15-20
3. 15-20%
4. give 5% to Expressions and Equations
5. 15-20
6. Not tested again in school career after 7th grade
7. 15-20%
8. 10-15

Grade 8

Expressions and Equations (25-30%)



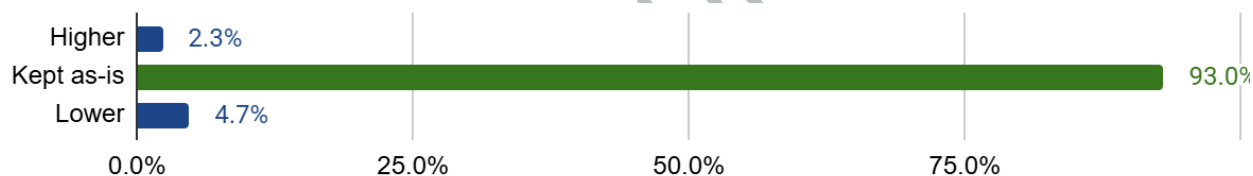
Suggestions for “Higher”

1. 30%
2. 30-35
3. Take 5% from Geometry
4. Mastering expressions & equations is essential for success at the high school level.

Suggestions for “Lower”

1. 20%

Functions (25-30%)



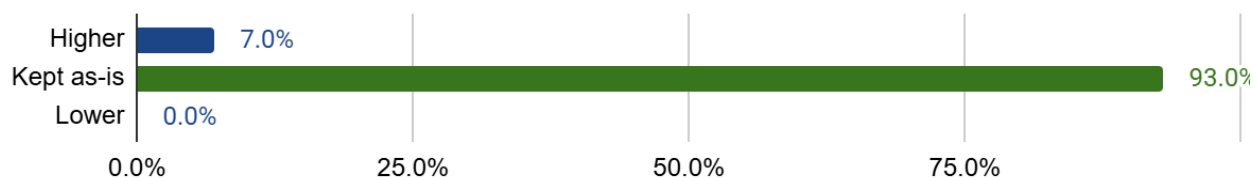
Suggestions for “Higher”

1. 30%
2. Mastering functions is essential for success at the high school level.

Suggestions for “Lower”

1. 20%
2. 20-25
3. Should be lower to all more Stats and prob to be assessed.
4. 15-20

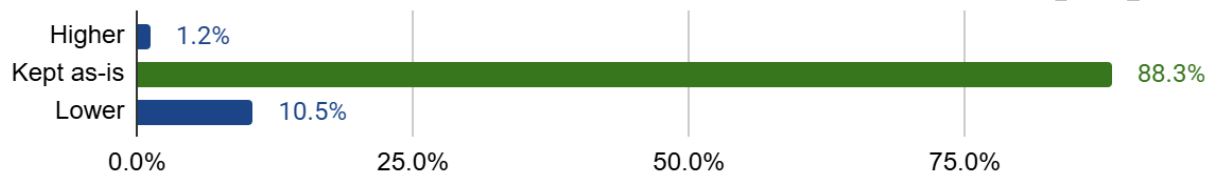
The Number System (10-15%)



Suggestions for “Higher”

1. 20%
2. 15%
3. 20-25%
4. 15-20
5. 20-25
6. 20-25%

Geometry (25-30%)



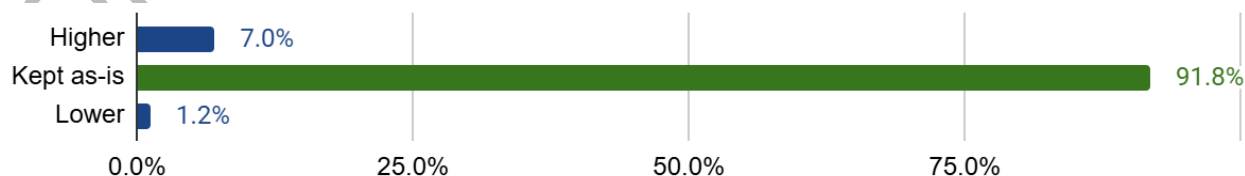
Suggestions for “Higher”

1. 30%

Suggestions for “Lower”

1. 20%
2. 25%
3. 20-25
4. Give 5% to Expressions and Equations
5. 20-25
6. Transformations cover a large part of the content and are not necessary for success in later grades or real life.
7. 20-25%
8. Just why? When I look at the 8th grade geometry standards, it is difficult for me to justify so much focus. This alone is why teachers feel pressured to spend so much time on transformations, which is downright ridiculous.
9. 20-25%

Statistics and Probability (10-15%)



Suggestions for “Higher”

1. 20%
2. 15%

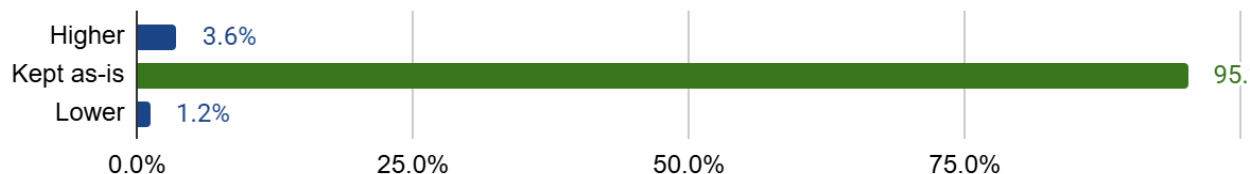
3. 20%
4. Our world revolves around data. This should be more of a focus in mathematics. If the Functions content is with stats and prob then it is fine.
5. This would be a good opportunity to finish student's time in middle school focusing on something more interesting and real-world applicable like statistics and probability.
6. 15-20%

Suggestions for “Lower”

1. 8th grade content only covers scatterplots and lines of best fit. For essentially one topic, this is a large percentage. 5-10% is more proportional.

Grade 10

Algebra (22-27%)



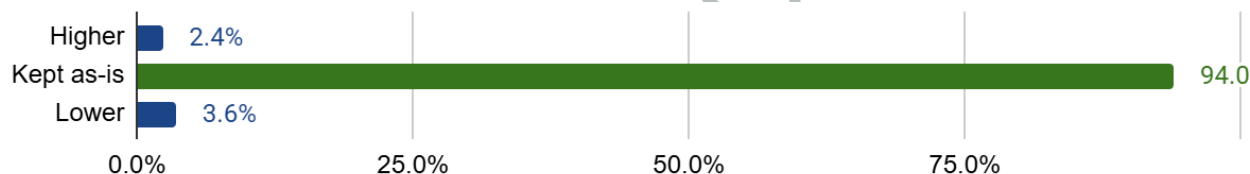
Suggestions for “Higher”

1. 27%
2. Lower stats
3. Take from stats and probability

Suggestions for “Lower”

1. 15

Functions (22-27%)



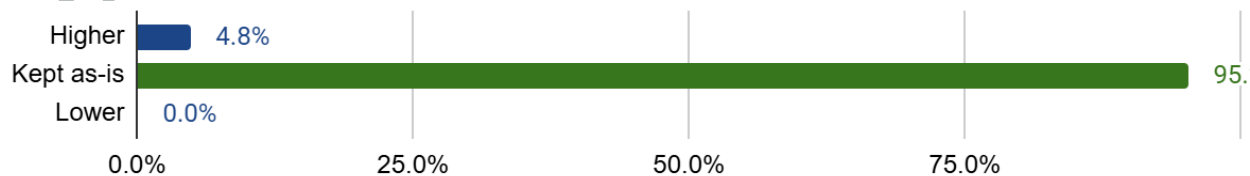
Suggestions for “Higher”

1. 27%
2. Lower stats

Suggestions for “Lower”

1. Increase geometry
2. 15
3. They are tested heavily over functions in 8th grade, so it would make sense to lower this to make room for more geometry questions.

Number and Quantity (10-15%)

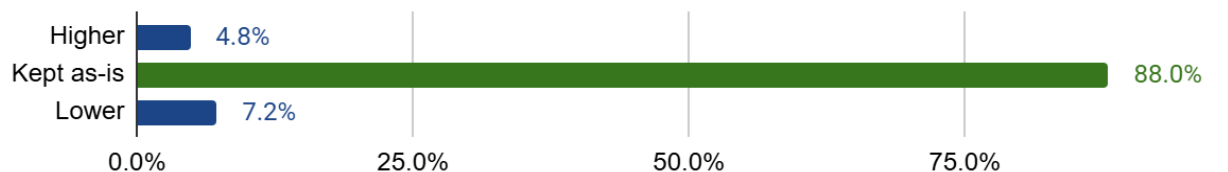


Suggestions for “Higher”

1. 15%

2. Lower stats
3. 15-20%
4. 20-25%

Geometry (25-30%)



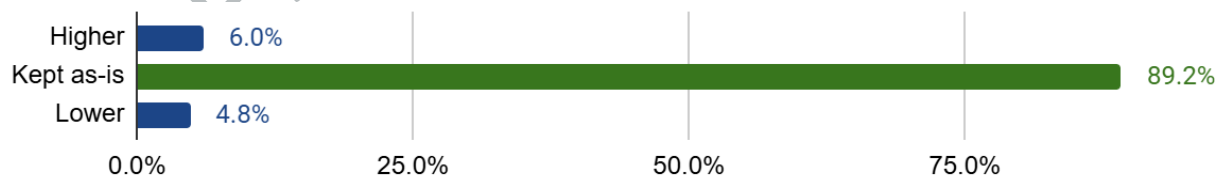
Suggestions for “Higher”

1. 30%
2. Most take geometry- should be higher
3. 40
4. The majority of 10th grade students are taking geometry, so the test would be covering recently learned information.

Suggestions for “Lower”

1. 20%
2. 20-25
3. 10-15
4. The standards for Geometry are built for a level of thinking that most 10th graders have not reached. Look at brain research and how much experience a child has a lot to do with these standards.
5. 20-25%
6. 20-25%

Statistics and Probability (10-15%)



Suggestions for “Higher”

1. 15%
2. 20%
3. With AI and such Data is more and interpretation is more important than ever. This should be more focused on reading data and interpretation of data.

4. We consistently spend too little time and focus on this standard, which is more applicable in today's world than many other strands. Increasing the target percentage on the assessment ensures that curriculum and educators spend the appropriate time here.
5. 15-20%

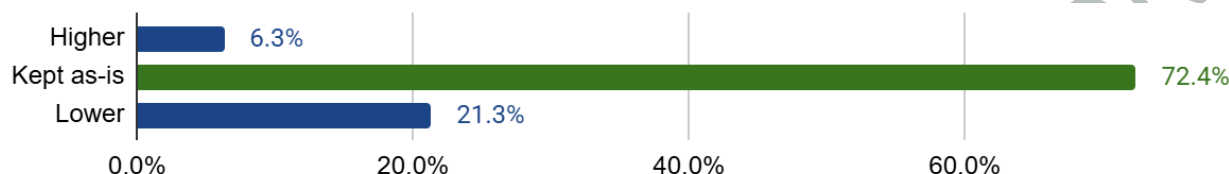
Suggestions for “Lower”

1. Lower stats
2. I know this is terrible, and not a good reason, but Statistics and Probability is usually not covered well. There are way too many standards to get through in a year. We have never been able to cover all the standards thoroughly in Algebra I or Geometry.
3. move to algebra
4. Most of these standards are taught in Algebra 2

Non-Calculator Guidance

The Mathematics Assessment Blueprint specifies the assessment at each grade band will consist of a certain percentage of items that are Non-Calculator. Respondents were asked “Do you believe the target Non-Calculator percentages at each of the below grade bands should be higher, kept as-is, or lower? If selecting “Higher” or “Lower”, please indicate how you believe the target percentage should be revised.”

Grades 3, 4, and 5: 60-70% of items are Non-Calculator



Suggestions for “Higher”

1. 70%
2. 100
3. The entire focus in elementary should be around if they can perform the operations, so there is little need for calculator use.
4. 85
5. 50/50

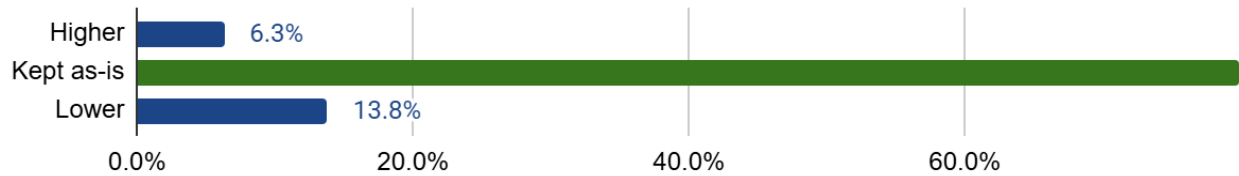
Suggestions for “Lower”

1. 50%
2. 50 or 55%
3. 50%
4. All more options for calculator
5. 40-50%
6. 50%
7. 40-50
8. This is a large percentage. Closer to the other grade bands would be better.
9. Half
10. I don't think it is clear how the calculator could be helpful on most of the calculator section. Overall, I think this should be looked into.
11. 50%
12. 50
13. 50
14. 30-35%
15. 3,4,5 have the highest number of questions without a calculator.
16. 50-60%

17. 50%

18. 50% calculator/50%. non-calculator

Grades 6 and 7: 30-35% of items are Non-Calculator



Suggestions for “Higher”

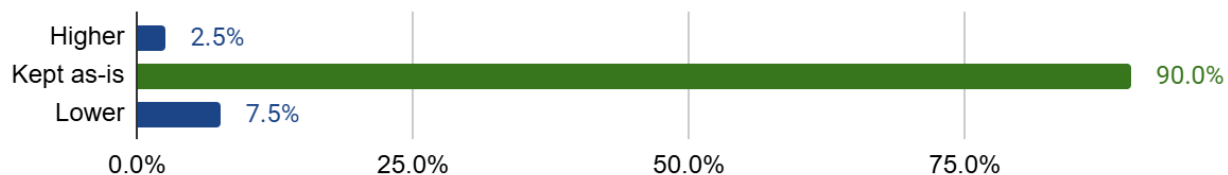
1. 50%
2. 35%
3. 40-45%
4. 50
5. At least P

Suggestions for “Lower”

1. 50%
2. 25-30%
3. Everyone uses a calculator, there is no need to assess just computation at this age. Questions should be more reasoning not computation bound.
4. Most students will use a calculator on assessments are 7th grade. For example, KSA, ACT, SAT
5. number sense standards should be prioritized for non-calculator so about 30-35% for 6th grade and 15-20% for 7th grade
6. 20
7. 20-25%
8. 10-15%. I think that some of the content should be assessed without a calculator but the majority of the assessment should be with a Calculator in order to better prepare them for high school and life beyond public education.
9. At this point they should be focusing on conceptual understanding of Ratios and proportional reasoning and applying what they learned in elementary. This would allow us all to focus on the grade level skills.
10. Students will always have a calculator with them at this point and they need to know how to correctly use it in order to solve real world problems. Non calculator items should be lower.
11. 20-25%

12. Students need to be assessed on what they can do in the math, not be judged on if they learned how to do math by hand.

Grade 8: 20-25% of items are Non-Calculator



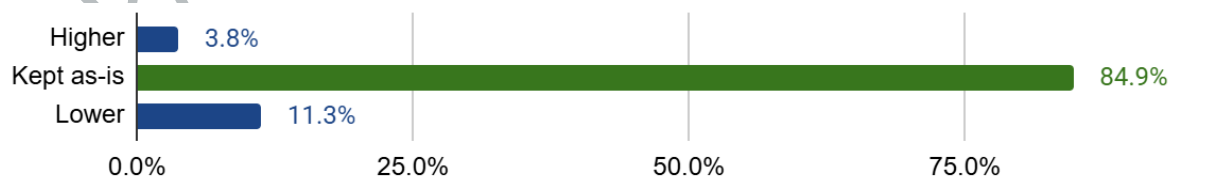
Suggestions for “Higher”

1. 25%
2. 50
3. At least 30%

Suggestions for “Lower”

1. Calculators at this age are daily. Using the calculator or desmos programs are a way of life. Assessment should be written to assess reasoning and the data gathered from the calculator.
2. 0% are non-calculators, Let them use calculators or ask questions that are more DOK 2+ to interpret answers.
3. 10-15% - number sense standards should be prioritized for non-calculator
4. 0%. I think that a calculator should be allowed on all parts of the test because that's how it will be when they begin taking the SAT and ACT in high school.
5. We live in an age in which we all always have access to calculators, so there is little reason for us to assess if students can do the calculations. We should be focused on if students can apply skills, explain their reasoning, and think critically.
6. Students need to be assessed on what they can do in the math, not be judged on if they learned how to do math by hand.

Grade 10: 20-25% of items are Non-Calculator



Suggestions for “Higher”

1. 25%
2. We have calculators in the real world when doing higher level math

3. Students become more productive in math class with use of common technology, especially at a higher level.

Suggestions for “Lower”

1. 15-20%
2. Reasoning should be our focus. Using the calculator should be the focus. Interpreting the data from a calculator should be the focus.
3. 0% are non-calculators, Let them use calculators or ask questions that are more DOK 2+ to interpret answers.
4. A necessary tool that is used on ACT, why not on this assessment?
5. 0%. I think that a calculator should be allowed on all parts of the test because that's how it will happen when they begin taking the SAT and ACT and in life beyond public education.
6. We live in an age in which we all always have access to calculators, so there is little reason for us to assess if students can do the calculations. We should be focused on if students can apply skills, explain their reasoning, and think critically.
7. 10-15%
8. Most of the non-calculator questions don't have anything to do with using a calculator-- you wouldn't use it if you had it. Why not just make it all one test instead of separate parts? Students have calculators in their pockets all the time now anyway.
9. Students need to be assessed on what they can do in the math, not be judged on if they learned how to do math by hand.

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