



Name
Role
District/School
Current Subject(s)/Grade(s)
Level of Education

Indicate Standard Reviewed: 1 2 3 4 5 6 **Indicate Strand Reviewed:** N A GM D F RL 2D 3D C RT

Indicate Grade Level Reviewed: PK K 1 2 3 4 5 6 7 8 A1 G A2

Elaboration: Please provide specific, detailed guidance to the writing team. Include comments regarding whether each standard, in its current form, does or does not meet the criteria established by House Bill 3399.

Guiding Principle	Indicate whether you <i>agree</i> or <i>disagree</i> and provide examples
1. The standards express a clear progression for the level or depth at which a skill should be mastered from grade-to-grade. (70 O.S. § 11-103.6a(G)(1)(c-d) HB 3399 Sec. 3)	
2. The language of the standard is clear and free of jargon. (70 O.S. § 11-103.6a(G)(1)(e) , HB 3399 Sec. 3)	
3. The student’s proficiency of the standard can be measured. (70 O.S. § 11-103.6a(G)(1)(e) , HB 3399 Sec. 3)	

<p>4. The standard provides opportunities for students to use critical thinking skills. (70 O.S. § 11-103.6a(G)(1)(i-j), HB 3399 Sec. 3)</p>	
<p>5. The standard prepares students for active citizenship and college and career readiness. (70 O.S. § 11-103.6a(G)(1)(a), HB 3399 Sec. 3)</p>	
<p>6. The transitions from grade band to grade band are smooth and reasonable, suggesting that there are no unidentified gaps from one particular grade level that resume in a later grade. (70 O.S. § 11-103.6a(G)(1)(c-d), HB 3399 Sec. 3)</p>	

Additional Comments:

Reviewer Signature _____

Date: _____



DATE: _____

LOCATION: _____

DIRECTIONS: *This form is intended for team reviews of the Standards. The individual signature on the feedback form is sufficient for individual reviewers.*

AGENDA:

- Background information about the Standards Development Process for Mathematics
- Critical review of the current draft by attendees

NAME (PRINT)	SUBJECT(S)	GRADE(S)	SCHOOL/DISTRICT
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