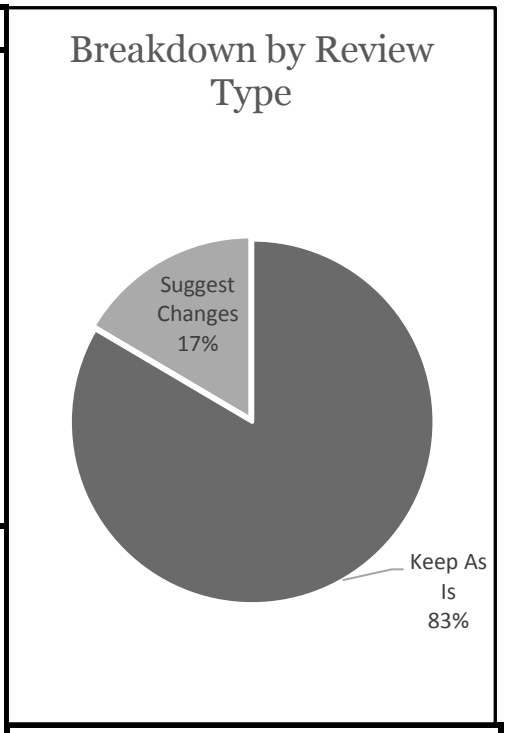
Grade 7 Math Standards Summary

Total Reviews	545		
Keep As Is	455	Educator	263
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	70
		Member of Organization	4
		Other	74
		Parent/Guardian	44
		Student	0
Suggest Changes	90	Educator	32
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	1
		Member of Organization	0
		Other	0
		Parent/Guardian	57
		Student	0



Change Suggestions	
Removed	12
Rewritten	21
Broken Up	6
Moved to a Different Level	51

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
Math.Content.7.EE.A.1	12	71%	5	29%	2	2	1	0
Math.Content.7.EE.A.2	13	76%	4	24%	1	0	0	3
Math.Content.7.EE.B.3	11	69%	5	31%	1	3	1	0
Math.Content.7.EE.B.4a	11	85%	2	15%	1	1	0	0
Math.Content.7.EE.B.4b	11	79%	3	21%	1	2	0	0
Math.Content.7.G.A.1	13	87%	2	13%	1	1	0	0
Math.Content.7.G.A.2	13	76%	4	24%	2	1	0	1
Math.Content.7.G.A.3	12	80%	3	20%	2	0	0	1
Math.Content.7.G.B.4	13	87%	2	13%	1	1	0	0
Math.Content.7.G.B.5	13	87%	2	13%	2	0	0	0
Math.Content.7.G.B.6	11	79%	3	21%	2	1	0	0
Math.Content.7.NS.A.1a	14	100%	0	0%	0	0	0	0
Math.Content.7.NS.A.1b	13	93%	1	7%	1	0	0	0
Math.Content.7.NS.A.1c	13	93%	1	7%	0	0	0	1
Math.Content.7.NS.A.1d	13	93%	1	7%	1	0	0	0
Math.Content.7.NS.A.2a	10	77%	3	23%	1	1	1	0
Math.Content.7.NS.A.2b	10	91%	1	9%	1	0	0	0
Math.Content.7.NS.A.2c	10	91%	1	9%	1	0	0	0
Math.Content.7.NS.A.2d	10	83%	2	17%	1	1	0	0
Math.Content.7.NS.A.3	14	100%	0	0%	0	0	0	0
Math.Content.7.RP.A.1	17	77%	5	23%	1	3	1	0
Math.Content.7.RP.A.2a	12	86%	2	14%	2	0	0	0

Math.Content.7.RP.A.2b	11	79%	3	21%	1	1	1	0
Math.Content.7.RP.A.2c	11	92%	1	8%	1	0	0	0
Math.Content.7.RP.A.2d	11	85%	2	15%	2	0	0	0
Math.Content.7.RP.A.3	14	82%	3	18%	1	1	0	1
Math.Content.7.SP.A.1	13	87%	2	13%	1	0	0	1
Math.Content.7.SP.A.2	13	81%	3	19%	1	0	0	2
Math.Content.7.SP.B.3	12	80%	3	20%	3	0	0	0
Math.Content.7.SP.B.4	11	79%	3	21%	2	1	0	0
Math.Content.7.SP.C.5	15	94%	1	6%	1	0	0	0
Math.Content.7.SP.C.6	13	81%	3	19%	1	1	1	0
Math.Content.7.SP.C.7a	11	73%	4	27%	3	0	0	1
Math.Content.7.SP.C.7b	12	80%	3	20%	3	0	0	0
Math.Content.7.SP.C.8a	13	87%	2	13%	2	0	0	0
Math.Content.7.SP.C.8b	14	93%	1	7%	1	0	0	0
Math.Content.7.SP.C.8c	12	75%	4	25%	3	0	0	1

Math.Content.7.EE.A.1
Apply properties of operations as strategies to add and subtract with rational coefficients.
The standard should include math the students will ACTUALLY use in life. The children are not able to do easy math equations but yet are expected to do algebraic equations. They are lost as well as parents.
Math.Content.7.EE.A.2
should be incorporated into previous standards
This can really be a nightmare with students and it should be dealt with in high school coursework. It is too BROAD to really be able to deal with in a 7th grade classroom.
Too vague
Math.Content.7.EE.B.3
Conversion between fractional forms is a key skill that is recommended to be developed around grade five by the National Mathematics Advisory Panel, by the NRC, and by NCTM. It is absent in the Common Core except for this first-time passing reference in grade 7.
Solve one step real-life and mathematical problems posed with positive and negative rational numbers as whole numbers and fractions using tools strategically. Apply properties of operations to calculate with numbers in any form.
Too long; involves too many skills at one time
I understand the need for all the words in the standard, some educators "trip" over some such as "using tools strategically". This could be stricken.
Math.Content.7.EE.B.4a
Seriously -- make these standards more "common sense"; this is a long, complicated way of saying something very simple
Math.Content.7.EE.B.4b
Simplify !
Solve word problems leading to inequalities of the form + > or + < , where , , and are specific rational numbers. Graph the solution set of the inequality.
Math.Content.7.G.A.1
Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing.
Math.Content.7.G.A.2
High achieving countries use constructions with compass and straightedge at this grade.
Should be taught in later grades like Geometry.
Math.Content.7.G.A.3
The way it is taught is confusing. Should save for eighth grade and allow teacher to teach the way they want.
Math.Content.7.G.B.4
No prior development of the concept of Pi is present in our standards. We are suddenly expecting students already to “know the formulas”. Contrast and compare this with the overly careful development of fractions in the standards. This skill is typically introduced in grades 5 or 6 in high achieving countries.
Good standard for grade level.
Math.Content.7.G.B.5

I feel it is acceptable for the maturity level of the students.
Math.Content.7.G.B.6
Solve mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Math.Content.7.NS.A.1a
Math.Content.7.NS.A.1b
Math.Content.7.NS.A.1c
It is asking for abstract thinking that 7th graders do not possess.
The exclusive emphasis on the number line model for operations with integers and rational numbers helped my students in the previous academic year more than any other model in past years.
Math.Content.7.NS.A.1d
Math.Content.7.NS.A.2a
Please explain how you would break up the standard: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. Use simple forms to get the students to understand how easy it would be to learn multiplication, division and fractions with hands on manipulatives, charting, and music.Students learn well when math is broken into smaller pieces and can use hands on manipulatives.
Math.Content.7.NS.A.2b
Math.Content.7.NS.A.2c
Math.Content.7.NS.A.2d
The “convert a rational number to decimal” here is one of the two places (the other is in 8th grade) that conversion between common and decimal fractions is even mentioned in passing. All other fraction conversion (decimal to common, percent to decimal or common and vice versa) are never explicitly mentioned in the standards.
Math.Content.7.NS.A.3
Math.Content.7.RP.A.1
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Without different units
Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like units
Please explain how you would break up the standard: 1. Compute unit rates associated with ratios of fractions 2. Compute unit rate including ratios of lengths, areas and other quantities measured in like or different units.

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.
Standard is clear and on grade level.
The standard tells the teacher and student what they will learn and to what capacity it will be taught
This is a challenging standard that forces children to really think about the meaning of the fractions in the problems.
Math.Content.7.RP.A.2a
Math.Content.7.RP.A.2b
Please explain how you would break up the standard: 1. Identify the constant of proportionality (unit rate) in tables, diagrams, and graphs. 2. Identify the constant of proportionality (unit rate) in equations and use verbal descriptions of proportional relationships.
Math.Content.7.RP.A.2c
Math.Content.7.RP.A.2d
Math.Content.7.RP.A.3
Use proportional relationships to solve one step ratio and percent problems.
It is not developmentally appropriate.
Math.Content.7.SP.A.1
Does not fit in the 7th grade curriculum at all
Math.Content.7.SP.A.2
Does not fit with the 7th grade curriculum
Good for grade level
Not necessary
Math.Content.7.SP.B.3
Math.Content.7.SP.B.4
Simplify -- if we are talking about mean, median, mode -- could we just say that ?
Math.Content.7.SP.C.5
Good for grade level
Math.Content.7.SP.C.6

Please explain how you would break up the standard: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. Each piece of it should be separate
Math.Content.7.SP.C.7a
Not necessary
Math.Content.7.SP.C.7b
Math.Content.7.SP.C.8a
Math.Content.7.SP.C.8b
Good for grade level
Math.Content.7.SP.C.8c
Not necessary