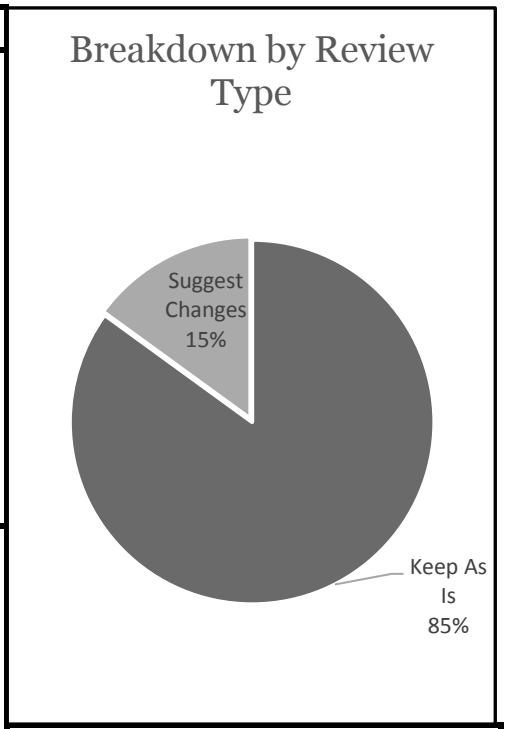
High School - Statistics and Probability **Math Standards Summary**

Total Reviews	80		
Keep As Is	68	Educator	29
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	1
		Member of Organization	1
		Other	0
		Parent/Guardian	37
		Student	0
Suggest Changes	12	Educator	11
		Elected Official	0
		Institution or Higher Education Faculty	0
		K-12 Administrator	0
		Member of Organization	0
		Other	0
		Parent/Guardian	1
		Student	0



Change Suggestions	
Removed	2
Rewritten	7
Broken Up	0
Moved to a Different Level	3

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.HSS-CP.A.1	2	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.A.2	3	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.A.3	3	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.A.4	2	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.A.5	3	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.B.6	1	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.B.7	1	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.B.8	1	100%	0	0%	0	0	0	0
Math.Content.HSS-CP.B.9	1	100%	0	0%	0	0	0	0
Math.Content.HSS-IC.A.1	3	75%	1	25%	0	0	0	1
Math.Content.HSS-IC.A.2	2	67%	1	33%	0	1	0	0
Math.Content.HSS-IC.B.3	2	67%	1	33%	0	1	0	0
Math.Content.HSS-IC.B.4	2	100%	0	0%	0	0	0	0
Math.Content.HSS-IC.B.5	2	100%	0	0%	0	0	0	0
Math.Content.HSS-IC.B.6	2	100%	0	0%	0	0	0	0
Math.Content.HSS-ID.A.1	6	75%	2	25%	1	1	0	0
Math.Content.HSS-ID.A.2	3	100%	0	0%	0	0	0	0
Math.Content.HSS-ID.A.3	3	100%	0	0%	0	0	0	0
Math.Content.HSS-ID.A.4	3	100%	0	0%	0	0	0	0
Math.Content.HSS-ID.B.5	3	75%	1	25%	1	0	0	0
Math.Content.HSS-ID.B.6a	2	100%	0	0%	0	0	0	0
Math.Content.HSS-ID.B.6b	2	67%	1	33%	0	1	0	0

Math.Content.HSS-ID.B.6c	2	67%	1	33%	0	1	0	0
Math.Content.HSS-ID.C.7	2	50%	2	50%	1	1	0	0
Math.Content.HSS-ID.C.8	2	67%	1	33%	0	1	0	0
Math.Content.HSS-ID.C.9	2	67%	1	33%	0	0	0	1
Math.Content.HSS-MD.A.1	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.A.2	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.A.3	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.A.4	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.B.5a	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.B.5b	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.B.6	1	100%	0	0%	0	0	0	0
Math.Content.HSS-MD.B.7	1	100%	0	0%	0	0	0	0

Math.Content.HSS-CP.A.1
Math.Content.HSS-CP.A.2
Math.Content.HSS-CP.A.3
Math.Content.HSS-CP.A.4
Math.Content.HSS-CP.A.5
Math.Content.HSS-CP.B.6
Math.Content.HSS-CP.B.7
Math.Content.HSS-CP.B.8
Math.Content.HSS-CP.B.9
Math.Content.HSS-IC.A.1
Standards should not be so abstract and say things such as "understand statistics." How would you measure if a student truly understands this standard.
Math.Content.HSS-IC.A.2
Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *I don't feel the standards in this section were written by someone that understands this subject area
Math.Content.HSS-IC.B.3
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. *Abstract language*
Math.Content.HSS-IC.B.4
Math.Content.HSS-IC.B.5
Math.Content.HSS-IC.B.6
Math.Content.HSS-ID.A.1
Represent data with plots on the real number line (dot plots, histograms, and box plots). *The data representations presented in parentheses are only for quantitative data. You should make sure that you include graphs for categorical data such as pie charts, bar graphs, etc.

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.
Math.Content.HSS-ID.A.2
Math.Content.HSS-ID.A.3
Math.Content.HSS-ID.A.4
Math.Content.HSS-ID.B.5
Math.Content.HSS-ID.B.6a
Math.Content.HSS-ID.B.6b
Informally assess the fit of a function by plotting and analyzing residuals. *If you ask students to use technology for this standard it would be easier to actually assess the fit of a by using actual statistical methods.
Math.Content.HSS-ID.B.6c
Fit a linear function for a scatter plot that suggests a linear association. *How about ask them to use the linear model to make predictions
Math.Content.HSS-ID.C.7
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. *Again, find the model is great, but how about applying it?
Math.Content.HSS-ID.C.8
Compute (using technology) and interpret the correlation coefficient of a linear fit. *Ask them to interpret the correlation coefficient.
Math.Content.HSS-ID.C.9
It should be there, but I doubt anyone who wrote these standards could state the difference.
Math.Content.HSS-MD.A.1
Math.Content.HSS-MD.A.2
Math.Content.HSS-MD.A.3

Math.Content.HSS-MD.A.4
Math.Content.HSS-MD.B.5a
Math.Content.HSS-MD.B.5b
Math.Content.HSS-MD.B.6
Math.Content.HSS-MD.B.7