Quantitative Reasoning

Survey Title:	Fourth Credit Math Survey-2018

Survey Properties:

Total Respondents:	72
Survey Status:	Closed

Responses By Question Analysis:

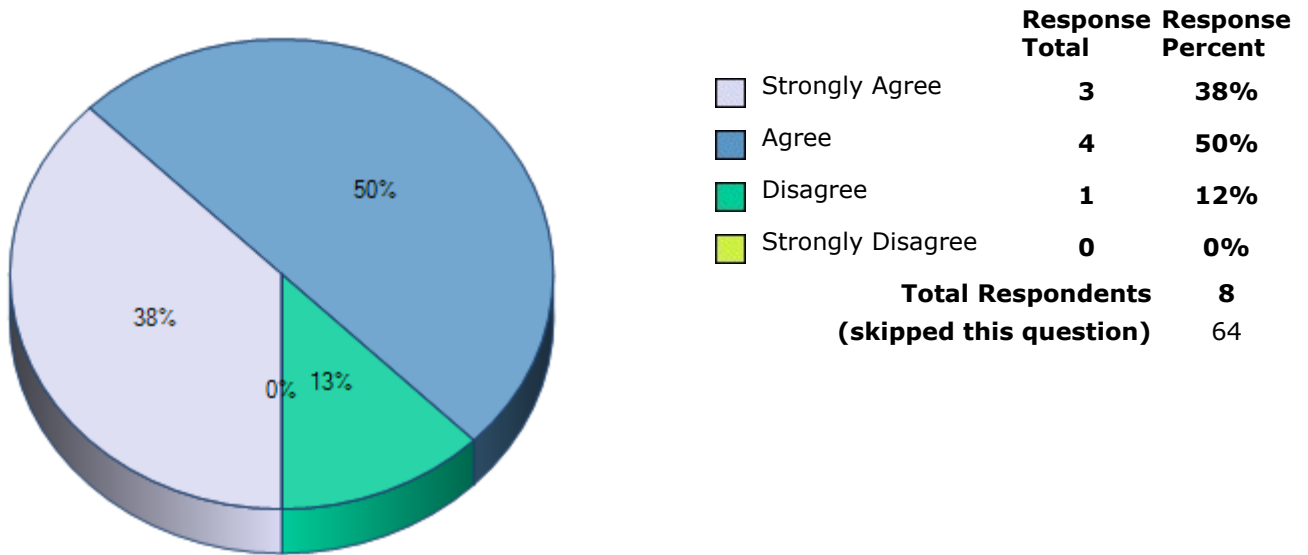Qraganization, Content, and Rigor of the DRAFT Quantitative Reasoning Standards

1. County

		Response Total	Response Percent
Apache		0	0%
Cochise	▬	1	11%
Coconino		0	0%
Gila		0	0%
Graham		0	0%
Greenlee		0	0%
La Paz		0	0%
Maricopa	▬▬▬▬▬▬▬	8	89%
Mohave		0	0%
Navajo		0	0%
Pima		0	0%
Pinal		0	0%
Santa Cruz		0	0%
Yavapai		0	0%
Yuma		0	0%
Out of State		0	0%
Total Respondents		**9**	**100%**

2. Visitor Role

		Response Total	Response Percent
K-12 Teacher	▬▬▬	4	44%
K-12 Math Coach/Math Specialist	▬▬	3	33%
K-12 Administrator		0	0%
K-12 Parent/Guardian		0	0%
K-12 Student		0	0%

Higher Education	0	0%
Retired Educator	0	0%
Business Representative	0	0%
Community Member	0	0%
Elected Official	0	0%
Media	0	0%
Other	2	22%
Total Respondents	**9**	**100%**

3. The General Guidance for fourth Credit Math document is well-organized and easy to read.

	Response Total	Response Percent
Strongly Agree	3	38%
Agree	4	50%
Disagree	1	12%
Strongly Disagree	0	0%
Total Respondents		**8**
(skipped this question)		64

4. Please provide actionable feedback about the organization of the General Guidance for Fourth Credit Math document.

Comments: test

Comments: Great work

Comments: Much argument was based on students intending to pursue a bachelors of science degree. What % of AZ students pursue a BS vs a BA?

Comments: Being familiar with the lower level standards helps

Comments: It would make sense for both Pre-Calculus and Quantitative reasoning tohave the same format

Total Respondents	**8**

5. Please provide any additional sections/information you would like to see included in the General Guidance for Fourth Credit Math. Please provide a rationale for the suggested additions.
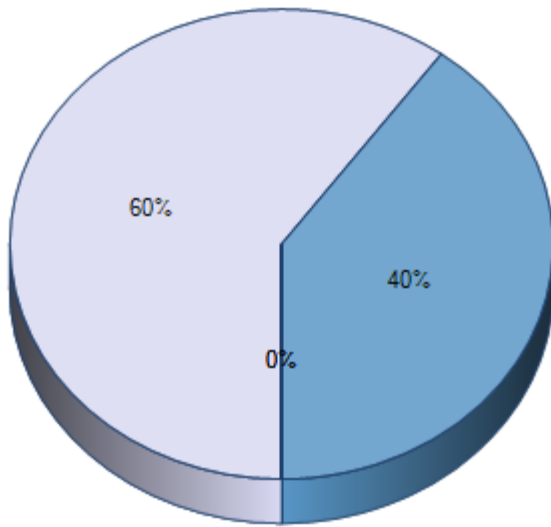
Comments: blah blah blah

Comments: None

Comments: I would like to see an example section.

Total Respondents	**8**

6. The Quantitative Reasoning Standards are well-organized and easy to read.

Response Response

	Total	Percent
Strongly Agree	3	60%
Agree	2	40%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents		5
(skipped this question)		67

7. Please provide actionable feedback about the organization of the Quantitative Reasoning Standards.

Comments: blah blah blah

Total Respondents	**6**

8. The Quantitative Reasoning Standards contain sufficient breadth of content.
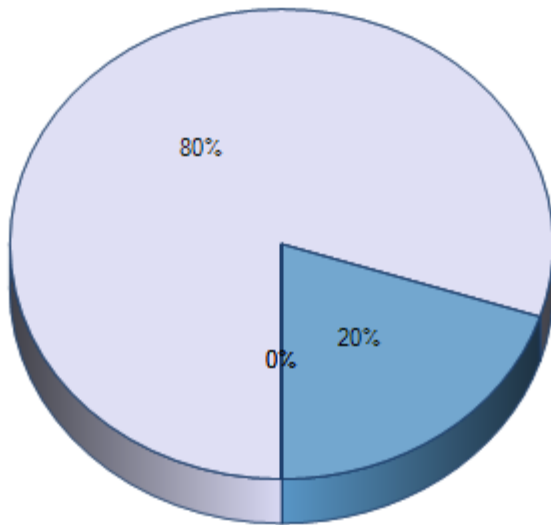
	Response Total	Response Percent
Strongly Agree	4	80%
Agree	1	20%
Disagree	0	0%
Strongly Disagree	0	0%
Total Respondents		5
(skipped this question)		67

9. Please provide actionable feedback about the breadth of content of the Quantitative Reasoning Standards.

Comments: blah blah blah

Comments: It seems the content is more broad than can be contained in a class; I suppose LEAs pick and choose which topics based on their chosen curriculum.

Total Respondents	**6**

10. The Quantitative Reasoning Standards have sufficient depth of content and rigor.

Comments		3	4%
	Total Respondents		**3**

11. Please provide actionable feedback about the depth of content and rigor of the Quantitative Reasoning Standards.
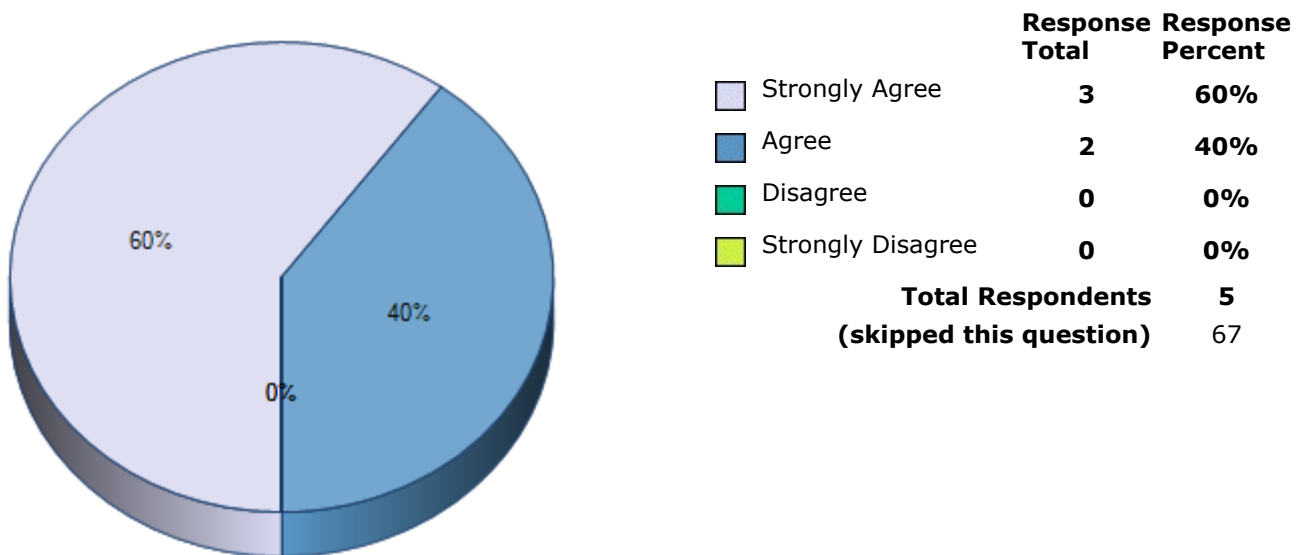
Comments: blah blah blah

Comments: I struggle a little with the research a career goal, despite its attempt to connect to math. Has this not already been done multiple times by the time this 4th year math class is being taken?

	Total Respondents	6

12. I support the DRAFT of the Quantitative Reasoning Standards.

		Response Total	Response Percent
Strongly Agree		3	60%
Agree		2	40%
Disagree		0	0%
Strongly Disagree		0	0%
	Total Respondents	5	100%

13. The QR Introduction section provides enough information and context for me to understand how the standards are designed and intended to be implemented.

		Response Total	Response Percent
Strongly Agree		3	60%
Agree		2	40%
Disagree		0	0%
Strongly Disagree		0	0%
	Total Respondents	5	
	(skipped this question)	67	

14. Please comment or provide actionable feedback on the Quantitative Reasoning Introduction section.

Comments: blah blah blah

Comments: The reasoning is sound and needed.

	Total Respondents	6

15. The Quantitative Reasoning standards are appropriate for fourth credit math and complement the Arizona Mathematics Plus Standards.

		Response Total	Response Percent
Strongly Agree		4	80%
Agree		1	20%
Disagree		0	0%

Strongly Disagree		0	0%
	Total Respondents	**5**	**100%**

16. Please provide actionable feedback on the Quantitative Reasoning standards.

Comments: blah blah blah

Comments: I appreciate the pathway for students whose focus is not STEM or maybe not even college at all. I believe these standards ensure they aren't just taking a low level "filler" course their 4th year.

	Total Respondents	**6**

Respondent Analysis:

Respondent

Date Started: 5/23/2018 10:00:40 AM

Respondent

Date Started: 5/24/2018 12:44:06 PM

Respondent

Date Started: 5/24/2018 12:56:31 PM

Respondent

Date Started: 5/24/2018 7:19:01 PM

Respondent

Date Started: 5/29/2018 10:15:42 AM

Respondent

Date Started: 5/29/2018 10:23:08 AM

Respondent

Date Started: 5/30/2018 11:45:34 AM

Respondent

Date Started: 5/30/2018 8:24:30 PM

Respondent

Date Started: 5/31/2018 3:58:10 PM

Respondent

Date Started: 6/2/2018 1:02:48 PM

Respondent

Date Started: 6/2/2018 4:18:50 PM

Respondent

Date Started: 6/4/2018 3:50:30 AM

Respondent

Date Started: 6/4/2018 5:25:04 AM

Respondent

Date Started: 6/4/2018 6:33:35 AM

Respondent

Date Started: 6/4/2018 8:14:07 AM

Respondent

Date Started: 6/4/2018 9:37:58 AM

Respondent

Date Started: 6/4/2018 11:36:46 AM

Respondent

Date Started: 6/4/2018 1:32:52 PM

Respondent

Date Started: 6/4/2018 3:02:08 PM

Respondent

Date Started: 6/4/2018 4:18:46 PM

Respondent

Date Started: 6/4/2018 5:25:26 PM

Respondent

Date Started: 6/4/2018 7:40:28 PM

Respondent

Date Started: 6/4/2018 10:33:50 PM

Respondent

Date Started: 6/5/2018 12:58:33 AM

Respondent

Date Started: 6/5/2018 5:04:05 AM

Respondent
Date Started: 6/5/2018 9:33:46 AM

Respondent
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Respondent
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Respondent
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Respondent
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Respondent
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Respondent
Date Started: 6/7/2018 5:41:17 PM

Respondent
Date Started: 6/18/2018 10:22:16 AM

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Date Started: 6/18/2018 10:22:31 AM

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Date Started: 6/18/2018 10:25:58 AM

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Respondent
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Respondent
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Respondent
Date Started: 6/24/2018 3:54:11 AM

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Respondent
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Respondent
Date Started: 7/9/2018 11:28:17 AM

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Date Started: 7/10/2018 11:52:33 AM

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Date Started: 7/10/2018 6:03:46 PM

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Date Started: 7/11/2018 9:43:43 AM

Respondent
Date Started: 7/17/2018 9:13:06 AM

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Date Started: 7/17/2018 10:15:33 AM

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Date Started: 7/18/2018 11:05:44 AM

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Date Started: 7/18/2018 11:09:44 AM

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Date Started: 7/19/2018 3:33:25 PM

Respondent

Date Started: 7/23/2018 11:10:28 AM

Respondent

Date Started: 7/24/2018 12:09:30 AM

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Date Started: 8/12/2018 6:31:04 AM

Respondent

Date Started: 8/14/2018 9:28:08 PM

Respondent

Date Started: 8/15/2018 11:11:07 AM

Respondent

Date Started: 8/23/2018 6:17:44 AM

Respondent

Date Started: 9/4/2018 9:43:26 PM

Respondent

Date Started: 9/5/2018 9:40:10 AM