Expert Content Review Dixie Ross

I have carefully examined the new Texas Mathematics Standards and also solicited input from others in my district who

There are a few specific standards for which I have questions or concerns as explained below.

2M02 Determine lengths to the "nearest marked unit" needs to be more specific. One teacher might use a ruler marked to the nearest ¼-inch and another teacher might use rulers that are marked to the nearest 1/16-inch. This standard also concerns me in that fractions on a number line do not appear until the subsequent grade level.

3N15 It seems that the standard unnecessarily avoids naming the specific properties of operations (commutative, associative, distributive) that students will be expected to master.

3M04 Expected tools (graduated cylinder, balance scales??) should be specifically identified and these should be aligned with the science standards.

4N23 Again, properties should be named as well as the scope of the use of order of operations.