

Policy 2520.1A: West Virginia College- and Career-Readiness Standards for English Language Arts
Comment Log
November 13, 2015 to December 14, 2015

<u>Action</u>	<u>Type</u>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	o Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTIO N/ TYPE	RATIONALE
§126-44AA-1 General				
11-16	Beth Massey Teacher and Parent Greenbrier East High School Lewisburg West	First - this form is not appropriate for asking the public to comment on. It appears to be a direct attempt to intimidate the public and reduce the input they choose to give. Second - I see very little difference between the common core goals and the "new" learning goals.	N/- NA/o	Rationale 1: The standards reflect revisions recommended through the Academic Spotlight process.
11-16	Barbara McCullough English Teacher NBCT Wood County Schools Vienna WV	Somewhere between politics and money stands West Virginia teachers and students. Each and every day, the teachers rely upon a majority of non-teachers to make informed decisions regarding the curriculum and instruction of all students in WV. Common Core standards DO provide a baseline for growth; changing the name for political purposes does not. Changing the testing program AGAIN does not give WV educators and students the opportunities needed to ALIGN math classes and progressions and strengthen ELA/Reading programs. Smarter Balanced, based upon Common Core, provides a promising growth model in ELA and math	N/-	

		where critical thinking thrives from consistent, ongoing, aligned brain work. The WVDE continues to cut funding, population continues to decline, and jobs are cut. Yet expenditures flow without regard for the facts before us. Please, give the teachers and students what they need: informed leadership for WV students and teachers.		
11-17	Kayla Thompson ELA Teacher WV	I personally do not see why we are repealing the ELA standards. I really like the common core and the way the standards are used. The only problems I have with the standards are the programs or books that go along with it, some are lacking. I actually really like the next generation standards. Honestly, the "new" standards look a lot like the Next Gen Standards... So what is the point in adopting new ones?	NA/-	See Rationale 1.
11-17	J Williams Network Administrator Fairmont WV	Cursive handwriting is waste of time that should be focused more on spelling and grammar. Resurrecting skills that were once useful, but serve no modern purpose, is a disservice to our children.	NA/-	Rationale 2: Cursive handwriting was added based on feedback received during town hall meetings as part of the Academic Spotlight review process.
11-17	Heidi Griffith Curriculum Coordinator Harrison County Schools Clarksburg WV	These are the exact same standards which we were calling the Next Generation Standards/ and the Common Core State Standards. Why are we renaming them?	NA/-	See Rationale 1.
11-18	Megan Garland Inwood WV	Numerous studies, reports, and news articles have shown that the Unites States as a whole is on a downward trend in competing on a global scale in educating its youth. America's current generation that is now entering the workforce is unable to compete in the world's economy, and there are major concerns among some educators that the next generation will be even worse because of the lack of foundational skills that the new	N/o	See Rationale 2.

		<p>standards fail to address. Despite the development of technology over the decades, handwriting assignments is the primary way in which students complete and submit assignments in school on a daily basis. Handwriting is used daily to communicate short succinct notes to colleagues and co-workers. Though handwriting is used on a daily basis in school and in the workforce, the Common Core Standards and West Virginia's Next Generation Standards fail to emphasize handwriting, or penmanship, as something all students will need to be college and career ready. Students need to master handwriting prior to leaving primary school so that the cognitive costs of handwriting do not impede a student's ability to retain and process content.</p> <p>The Common Core Standards and Next Generation Standards are supposed to be the newest and most up to date according to the Department of Education. They state students will be able to "print many upper- and lowercase letters" 1 for kindergartners and by the end of first grade students will "print all upper and lowercase letters." 2 By the time most students get to middle school they have forgotten how to write in cursive, if they were even taught in primary school how to do so. The standards do not state how those letters need to be formed and specify how students should be holding pencils or pens to facilitate good penmanship. Students are coming to middle school forming letters backwards, or from the bottom when they should be starting at the top to form the letters or vice versa. Forming letters correctly aids in writing fluency and allows students to focus on ideas in writing rather than writing neatly. It may seem inconsequential to most that the letters be written correctly, but the correct formation of letters leads to better writing and reading fluency later on in a student's educational career.</p> <p>A study completed at the Universit� Paul Sabatier entitled "Learning through Hand- or Typewriting influences Visual Recognition of New Graphic Shapes: Behavioral and Functional Imaging Evidence" shows a correlation between neat handwriting, and overall student achievement in</p>		
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		<p>reading and writing. Handwriting is a form of kinesthetic learning, or learning through movement, that helps students recognize individual characters, such as letters, in reading and in writing. Typing can create an association for recognizing letters, however the letter recognition is not as accurate as when students learn characters through handwriting and most importantly handwriting neatly. Recognizing letters is the most basic form of reading; it could be argued that it is one of the most important parts of reading because without basic character recognition, one cannot read. If students are unable to recognize the differences in dâ€™s and bâ€™s or oâ€™s, eâ€™s, and câ€™s then words and meanings become confused and comprehension is lost. When the loss of comprehension begins at such a young age and at such a basic level the gap is already forming between the top students and the lower achieving students and the gap will only get worse as they age because these motor skills have not been mastered. The lack of mastery in these motor skills for penmanship actually costs the brain more processing power and the students are less able to use their brains on the deeper understanding of content that teachers expect from students.³</p> <p>According to the Common Core Standards, technology is supposed to be the equalizing factor in the achievement gap. Technology is the glorious tool that students will use to explore the world and educate themselves about the world around them. They will use computers to publish their writing and communicate new ideas. In a way, it is true. Students do use technology non-stop. Chicago Tribune reporter Heidi Stevens addresses the idea that technology is overused in schools and interviewed several high-tech CEOâ€™s. Steve Jobs, founder of one of the greatest technology enterprises ever, did not let his children use one of his inventions: the iPad.⁴ It is not just Steve Jobs who fears that technology is taking foundational skills away from the classroom, â€œA communications executive at Google told [The New York] Times his fifth grader doesnâ€™t know how to use Google.â€•⁵ Chris Anderson, an executive</p>		
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		<p>of a 3D Robotics company, stated he has, “Seen the dangers of technology firsthand. I’ve seen it myself, I don’t want to see that happen to my kids.” 6 Most importantly though, the teacher in Steven’s article articulated the most important thing about technology, and that is that students “know their way around an iPad. It’s the pencil-and-paper writing and turning-the-pages reading and calculating-by-hand arithmetic they seem to be lacking”. That’s the stuff they’re not getting at home”. And that’s the stuff they need.” 7</p> <p>These quotes reinforce the idea that students are inundated with technology, and therefore, they need schools to be the safe zone in order to separate their minds from the addictive features of technology they see on a daily basis. When students are using technology, they are failing to practice the basic foundational skill of penmanship that educators know students need to be successful critical thinkers. Students must have a fundamental knowledge base to draw from before higher level analysis can take place.</p> <p>Generally speaking, the better a student can write, the better he or she should be able to read and recognize characters and words. The fluency at that stage creates the foundation on which all reading and writing will come in the future. Without a change, the standards we currently have are actually creating a wider gap. Not to mention a student’s pride when he is able to create a neat piece of work and turn it in like it is a work of art. All students want to be able to write well, however the schools are not giving them the opportunity to practice the skills they want to learn in order to be successful in school. In fact, some students have expressed their frustrations in never having been taught cursive, as they see it as a right of passage into adulthood. The standards need to include such skills because the skills addressed are clearly beneficial to students both cognitively and emotionally.</p> <p>Bibliography</p>		
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		<p>1. Education, West Virginia Board of. Next Generation CSO's - Teach 21 Search Page. http://wveis.k12.wv.us/Teach21/public/ng_cso/NG_CS0.cfm (accessed October 23, 2015).</p> <p>2. Ibid</p> <p>3. Marieke Longcamp, Celine Boucard, Jean-Claude Gilhodes, Jean-Luc Anton, Muriel Roth, Bruno Nazarian, and Jen-Luc Velay. "Learning through Hand- or Typewriting Influences Visual Recognition of New Graphic Shapes: Behavioral and Functional Imaging Evidence." <i>Journal of Cognitive Neuroscience</i> 20, no. 5 (May 2008): 802-815.</p> <p>4. Stevens, Heidi. Steve Jobs Limited Kids' Access to Tech. Shouldn't We. September 18, 2014. www.chicagotribune.com/lifestyles/ct-learning-without-tech-steve-jobs-balancing-20140918-column.html (accessed October 23, 2015).</p> <p>5. Ibid</p> <p>6. Ibid</p> <p>7. Ibid</p>		
11-18	Nick Karle	I like the specifics of our new standards, however, I would like to see more CSO's geared to public speaking, acting, and different kinds of writing.	NA/o	Rationale 3: Public speaking skills are addressed in the speaking and listening standards; the main modes of writing are addressed in the writing standards, with room for inclusion of other types at the teacher's discretion. Acting is not part of the English language arts content area.

11-19	Stephanie Cotterill teacher Wildwood Middle School Shenandoah Junction WV	<p>As a teacher in WV, I am enraged that you are thinking of changing the standards once again. The current NexGen standards are of high quality and hold the teacher and student to a much higher standard than the previous standards used in this state.</p> <p>I read in a news article that 90% of the comments from the town hall meetings were in favor of the NexGen standards. Most of these comments were from educators. Shouldn't the state's educators opinion matter more than a few legislator's opinion?</p> <p>Here's an idea: Instead of investing millions in new standards, why not invest that money in some proper professional development for the teachers in this state so that they are better equipped to teacher the NexGen standards? In my county, two teachers were trained to teach the new standards. Those teachers where then expected to spread the word and train people as the opportunity arose.</p> <p>This is the part that doesn't make sense...not the standards themselves.</p>	N/-	See Rationale 1.
11-20	David Delk Wheeling WV	<p>Headlines across the State of West Virginia on November 13, 2015 declared that the State Board of Education and State Superintendent Dr. Michael Martirano had recommended a repeal of the state's Next Generation/Common Core academic standards in English and Math to be replaced with the College and Career Readiness Standards. These headlines got it half right. Dr. Martirano has proposed eliminating the Next Generations Standards, but nothing about Common Core is being eliminated.</p> <p>In a carefully worded press release, the West Virginia Department of Educations (WVDE) made no mention of Common Core but did strongly assert that the College and Career Readiness standards are "new standards." This assertion is just plain false. I hope many parents will find it interesting and informative that every single Common Core</p>	N/-	See Rationale 1.

		<p>standard in the soon to be repealed Next Generation standards appear in the College and Career Readiness standards. It should also be instructive and enlightening to parents that neither the WVDE, Dr. Martirano nor the State Board felt it important to mention the fact that the Common Core standards would remain in effect. It is disappointing that the WVDE cannot be honest with parents and just admit that the College and Career Readiness standards are Common Core 2.0.</p> <p>What is new in the College and Career Readiness standards is the insertion of cursive writing instruction in grades 2-3, explicit mention for students to learn multiplication tables by the end of grade 3, and the addition of standards specific to Calculus with the expectation of Calculus being available to all students. Please just reflect on the fact that the actual “rigorous” Common Core standards have no provision for learning cursive, the times tables or were advanced enough to include Calculus standards. These are indeed welcomed additions, but the College and Career Readiness standards still are just a re-branding and re-naming of Common Core.</p> <p>I am sure skeptics will say that they saw on the news that Common Core in West Virginia was being repealed, and surely the WVDE would not misrepresent such a decision. The most telling evidence that Common Core will remain in place with these “new” standards is that the same Common Core standardized testing will be given to our students. West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC) along with eighteen other states, according to its website. These standardized tests, according to the testing company American Institutes for Research, are specifically designed and created to measure student progress on only Common Core standards. If the College and Career Readiness standards were truly a departure from Common Core, the SBAC test would in no way align with the new standards. However, the WVDE</p>		
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		<p>press release on a reduction of standardized testing makes no mention of revisions to the SBAC. The reason that the SBAC test remains unchanged is that any comparison of the “new” standards with the “old” standards, whether that comparison is cursory or comprehensive, demonstrates that all the Common Core standards are repeated almost word for word in every instance from old to new.</p> <p>P.T. Barnum is credited with saying “there’s a sucker born every minute.” The WVDE is showing the same regard for the parents of West Virginia with the College and Career Readiness standards. Dr. Martirano and the WVDE should be forthright with the public about what it is actually doing. My hope is the West Virginia Legislature will do its due diligence on Common Core 2.0 and not just accept the WVDE’s re-branding of the Next Generation standards at face value. It is one thing to have a legitimate disagreement and debate about state education standards. It is another thing for government officials to engage in deceptive practices to implement education policy. Our children deserve better.</p>	N/-	Town hall meetings were held across the state as part of the Academic Spotlight process to allow all stakeholders a voice.
11-23	tony nichols Federal Programs Nicholas County Summersville WV	The standards seem similar to NEXT GENERATION to me with new formatting. The format and renumbering may seem simplified, but will create complications when teachers try to match common core resources to the new numbers. The new ELA texts and instructional resources are aligned already. Changing them now is going to complicate the effectiveness of the new materials that counties have spent thousands of dollars on providing. I believe the format should remain the same as NEXT GENERATION STANDARDS. These seem to be more of a checklist of objectives. I believe we are going to lose some of the depth of knowledge related to the literacy domains. I also like the number to include the domain such as ELA.R.K.1 or ELA.K.W.20	NA/-	Rationale 4: The renumbering of standards is the result of concern regarding inconsistencies across content policies; the renumbering does not affect depth of knowledge or rigor.
11-24	Tammi Gregory School	I can not believe we are seriously considering this change of numbering the standards. We have hard working teachers who've learned the	NA/-	See Rationale 4.

	Improvement Coordinator Nicholas County Schools Summersville West	standards and are implementing the changes as well as this being an adoption year and new texts are being learned that are aligned with the WV Next Generation Standards. All these changes will not make teaching/learning better, it will merely complicate the process. I strongly feel teachers will use the new format of 41 standards as a check-off sheet. There is NOTHING wrong with the current NxG standards and numbering we have in place. I am not against amending a few things, but total change of the format and title changes the DOK and rigor that was built in is extremely UNNECESSARY! I have no problem with clarifying some standards or an addendum, but there is no need to throw away quality, rigorous standards (domain specific) and start over. Please do not do this! We already have college and career ready (Anchor Standards) in place. If we are changing to get away from association with Common Core, in West Virginia we have already addressed this with the Next Generation Standards. I truly believe this is a huge waste of money to implement the changes that are proposed.		
11-30	Tonya Blackburn Kindergarten Teacher Norwood Elementary Stonewood WV	Under Kindergarten Print Concepts Standard, I would like it to read that the student should recognize MOST letters instead of ALL letters.	A/o	The term “all” was removed. The standard now reads “recognize and name upper- and lowercase letters of the alphabet.”
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Replaced cumbersome performance descriptors with stream-lined early learning foundations in primary grades; Condensed and simplified language in regards to performance outcomes; Introduced cursive writing in 2nd grade as appropriate; Cursive or joined italics is added to 3rd and 4th grade standards; Simplified chart explaining expectations within the domains is added in secondary ELA.	N/+	
12-07	Niki teacher	These are the same standards that we have, just renumbered 1-41.	N/o	See Rationale 1.

	kanawha county schools nitro wv			
12-09	Michel Moffatt Delegate - District 22 Hurricane WV	SBAC testing	N/o	
12-10	Rhonda Jelich Director of Elem Ed & Staff Dev Jackson County Schools Ripley WV	I like the cleaner presentation. Having the standards listed in tables makes it easier for teachers and parents to understand. While I do not believe that Handwriting is a Foundational Skill, I do understand politically why it was necessary to be placed there. Truly an improvement! Kudos!	N/+	
12-10	Susan Teacher Begunich Morgantown WV	Defines the delivery system, assessment and accountability system.	N/o	
12-13	Amber Nuzum Teacher Harrison Clarksburg Wv	Basically, all you have done is change the name Common Core to something else. Besides handwriting and the standard numbers I see no changes in 3rd grade. Then the way the comment page is set up you deter people from commenting.	N/-	See Rationale 1.
12-14	Andy Bird Hurricane WV	Replaced cumbersome performance descriptors with stream-lined early learning foundations in primary grades; Condensed and simplified language in regards to performance outcomes; Introduced cursive writing in 2nd grade as appropriate; Cursive or joined italics is added to 3rd and 4th grade standards; Simplified chart explaining expectations within the domains is added in secondary ELA	N/+	
12-14	Deborah Bever Director Ritchie County Schools	I find the proposed changes to be simplifying in nature. It is my opinion that these changes have clarified the standards. These changes also make the standards much easier to read and are very user friendly.	N/+	

	Harrisville WV			
§126-44AA-2 Purpose				
11-18	Nick Karle	I feel in the real world students will have to adapt to different situation as they would when taking on a certain role in a story or play. Also, I feel public speaking skills is necessary in order to be successful in a career, interview, or workplace. Lastly, learning different kinds of writing will help broaden the creativity of students.	NA/o	See Rationale 3.
11-23	tony nichols Federal Programs Nicholas County Summersville WV	It was my understanding, the standards would only be changed for clarification, etc. Renumbering after teachers have already learned the old system seems pointless to me.	N/-	See Rationale 4.
11-24	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	There is absolutely no need for renumbering the standards. We haven't given the NxG standards enough time. Clarify for misunderstandings and/or add an addendum (such as handwriting-which is reciprocal to reading), but there is no point in changing the total package of NxG.	NA/-	See Rationale 4.
11-30	Tonya Blackburn Kindergarten Teacher Norwood Elementary Stonewood WV	It may not be developmentally appropriate for all children to be able to recognize all of the letters at 5 years old.	A/o	The term "all" was removed. The standard now reads "recognize and name upper- and lowercase letters of the alphabet."
12-10	Susan Teacher Begunich Morgantown WV	Defines Content Standards	N/o	
§126-44AA-3 Incorporated by Reference				
11-23	tony nichols	Do not like the new numbering. Leave them the same as Next Generation	NA/-	See Rationale 4.

	Federal Programs Nicholas County Summersville WV	Standards.		
11-24	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	The standards numbering should remain the same as is. I DO NOT LIKE THIS CHANGE!	NA/-	See Rationale 4.
12-10	Susan Teacher Begunich Morgantown WV	Copies obtained from the Sec. of the State	N/o	
§126-44AA-4 Summary of the Content Standards				
11-13	Kate Gladstone CEO Handwriting Repair/Handwriting That Works Albany NY	<p>Handwriting matters “ but does cursive matter? The research is surprising. For instance, it has been documented that legible cursive writing averages no faster than printed handwriting of equal or greater legibility. (Sources for all research are listed below.)</p> <p>More recently, it has also been documented that cursive does NOT objectively improve the reading, spelling, or language of students who have dyslexia/dysgraphia.</p> <p>This is what I'd expect from my own experience, by the way. As a handwriting teacher and remediator, I see numerous children, teens, and adults “ dyslexic and otherwise “ for whom cursive poses even more difficulties than print-writing. (Contrary to myth, reversals in cursive are common “ a frequent cursive reversal in my caseload, among dyslexics and others, is “œJ/f.â€•)</p> <p>“ According to comparative studies of handwriting speed and legibility in different forms of writing, the fastest, clearest handwriters avoid cursive</p>	NA/-	See Rationale 2.

		<p>â€” although they are not absolute print-writers either. The highest speed and highest legibility in handwriting are attained by those who join only some letters, not all: joining only the most easily joined letter-combinations, leaving the rest unjoined, and using print-like shapes for letters whose printed and cursive shapes disagree.</p> <p>Reading cursive still matters â€” but reading cursive is much easier and quicker to master than writing the same way too. Reading cursive, simply reading it, can be taught in just 30 to 60 minutes â€” even to five- or six-year-olds (including those with dyslexia) once they read ordinary print. (There's even an iPad app teaching kids and others to read cursive, whether or not they write it or ever will write it. The app â€” â€œRead Cursiveâ€• â€” is a free download. Those who are rightly concerned with the vanishing skill of cursive reading may wish to visit appstore.com/readcursive for more information.)</p> <p>We donâ€™t require our children to learn to make their own pencils (or build their own printing presses) before we teach them how to read and write. Why require them to write cursive before we teach them how to read it? Why not simply teach children to read cursive â€” along with teaching other vital skills, such as a form of handwriting that is actually typical of effective handwriters?</p> <p>Just as each and every child deserves to be able to read all kinds of everyday handwriting (including cursive), each and every one of our children â€” dyslexic or not â€” deserves to learn the most effective and powerful strategies for high-speed high-legibility handwriting performance.</p> <p>Teaching material for practical handwriting abounds â€” especially in the UK and Europe, where such handwriting is taught at least as often as the accident-prone cursive which is venerated by too many North American educators. Some examples, in several cases with student work also shown:</p>		
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	<p>themselves is no longer a fact?</p> <p>Cursive's cheerleaders (with whom Iâ€™ve had some stormy debates) sometimes allege that cursive has benefits which justify absolutely anything said or done to promote that form of handwriting. The cheerleaders for cursive repeatedly state (sometimes in sworn testimony before school boards and state legislatures) that cursive cures dyslexia or prevents it, that it makes you pleasant and graceful and intelligent, that it adds brain cells, that it instills proper etiquette and patriotism, or that it confers numerous other blessings which are no more prevalent among cursive users than among the rest of the human race. Some claim research support â€” citing studies that invariably prove to have been misquoted or otherwise misrepresented by the claimant.</p> <p>So far, whenever a devotee of cursive claims the support of research, one or more of the following things has become evident as soon as others examined the claimed support:</p> <p>/1/ either the claim provides no source,</p> <p>or</p> <p>/2/ if a source is cited, and anyone checks it out, the source turns out to have been misquoted or incorrectly paraphrased by the person citing it or</p> <p>/3/ the claimant correctly quotes/cites a source which itself indulges in either /1/ or /2/.</p> <p>Cursive devotees' eagerness to misrepresent research has substantial consequences, as the misrepresentations are commonly made â€” under oath â€” in testimony before school districts, state legislatures, and other bodies voting on educational measures. The proposals for cursive are,</p>		
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		<p>without exception so far, introduced by legislators or other spokespersons whose misrepresentations (in their own testimony) are later revealed “ although investigative reporting of the questionable testimony does not always prevent the bill from passing into law, even when the discoveries include signs of undue influence on the legislators promoting the cursive bill? (Documentation on request: I am willing to be interviewed by anyone who is interested in bringing this serious issue inescapably before the public’s eyes and ears.)</p> <p>By now, you’re probably wondering: “What about cursive and signatures? Will we still have legally valid signatures if we stop signing our names in cursive?” Brace yourself: in state and federal law, cursive signatures have no special legal validity over any other kind. (Hard to believe? Ask any attorney!)</p> <p>Questioned document examiners (these are specialists in the identification of signatures, the verification of documents, etc.) inform me that the least forgeable signatures are the plainest. Most cursive signatures are loose scrawls: the rest, if they follow the rules of cursive at all, are fairly complicated: these make a forger's life easy.</p> <p>All handwriting, not just cursive, is individual “ just as all handwriting involves fine motor skills. That is why any first-grade teacher can immediately identify (from the print-writing on unsigned work) which of 25 or 30 students produced it.</p> <p>Mandating cursive to preserve handwriting resembles mandating stovepipe hats and crinolines to preserve the art of tailoring.</p> <p>SOURCES:</p>		
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		<p>https://www.hw21summit.com/research-harman-james</p> <p>Background on our handwriting, past and present: 3 videos, by a colleague, show why cursive is NOT a sacrament:</p> <p>A BRIEF HISTORY OF CURSIVE “ http://youtu.be/3kmJc3BCu5g</p> <p>TIPS TO FIX HANDWRITING “ http://youtu.be/s_F7FqCe6To</p> <p>HANDWRITING AND MOTOR MEMORY (shows how to develop fine motor skills WITHOUT cursive) “ http://youtu.be/Od7PGzEHbu0</p> <p>Yours for better letters,</p> <p>Kate Gladstone DIRECTOR, the World Handwriting Contest CEO, Handwriting Repair/Handwriting That Works http://www.HandwritingThatWorks.com handwritingrepair@gmail.com</p>		
11-23	tony nichols Federal Programs Nicholas County Summersville WV	I liked the anchor standards in Next Generation. I was able to quickly see the relationship between grade levels. These are in grade level isolation. I believe the new format will encourage rote teaching and learning and not higher DOK.	N/-	College- and Career-Readiness Indicators show relationships between grade levels.
11-24	Tammi Gregory School Improvement Coordinator	The anchor standards (college and career ready) show connections between grade levels.	N/o	College- and Career-Readiness Indicators show relationships between grade levels.

	Nicholas County Schools Summersville West			
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Standards are clear, more precise and user-friendly with a stream-lined organization based off of a clustering system.	N/+	
12-10	Susan Teacher Begunich Morgantown WV	Provides focus for teachers.	N/+	
12-14	Andy Bird Hurricane WV	Standards are clear, more precise and user-friendly with a stream-lined organization based off of a clustering system	N/+	
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Section 126-44AA-4- Summary of the Content Standards: Standards are clear, more precise and user-friendly with a stream-lined organization based off of a clustering system	N/+	
§126-44AA-5 Severability				
11-23	tony nichols Federal Programs Nicholas County Summersville WV	What are we doing about performance descriptors? These have none listed!!!! The committee addressed each standard individually especially those the public disagreed with. I believe it would be in the best interest of teachers and students to leave them in their current format with the same numbers.	NA/-	Rationale 5: The performance descriptors have been replaced with the skill progress charts at the beginning of each grade level.
11-24	Tammi Gregory School Improvement Coordinator Nicholas County	How are we judging the performance of our students and their work? I did not see any performance descriptors. We want our teachers and students to strive for distinguished, but how do we know where the teaching and learning is falling when there is nothing to judge by? In the best interest of our students and raising their achievement we need to stay the course with	NA/-	See Rationale 5.

	Schools Summersville Wes	the current standards in place.		
12-10	Susan Teacher Begunich Morgantown WV	circumstances held are invalid	N/o	
§West Virginia College- and Career-Readiness Standards for English Language Arts Please identify standard prior to comments				
11-14	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	3.111 There are two accepted cursive styles that are taught today. They are called Zaner-Bloser and D'Nealian. I would stay away from the descriptions used to identify these in the standard and simply call it "cursive". They are both considered cursive and don't need defined - I think this will cause more confusion.	NA/-	See Rationale 2. With italics, students do not have to relearn the manuscript alphabet. With cursive, students have to relearn all uppercase and lowercase letters.
11-14	Deborah Turner Petersburg WEST	I am sorry, but after viewing the new WV College-and Career-Readiness Standards for English Language Arts there is minimal change if any. It appears that there were no changes....only the name! Disappointing!	N/-	See Rationale 1.
11-16	Autumn Lee Technology and Curriculum Specialist Greenbrier County Schools Lewisburg WV	This comment is for each standard. Considering all of the time, effort and money that has been put into understanding and teaching the NXG (CCSS) another change will only cause more upset. Teachers, students and parents are just now finding a level of comfort with our standards. We need to do what we know is best for our children and continue our efforts to increase rigor and prepare them for the future.	N/-	See Rationale 1.
11-17	Clarinda Harbin Mannington WV	I Teach Kindergarten and the standards for ELA are almost exactly the same. We just adopted a new ELA series and it is Common Core. If the standards are so close to common core why waist all this money to change them. just rename the next gen standards and require cursive handwriting	N/-	See Rationale 1.

		in school!!		
11-18	Karen Davies School Transformation Specialist Kanawha County Schools Charleston WV	Keep the current Next Generation Standards for ELA. They are solid and reflect the hard work of qualified representatives. There is NO REASON to change them.	N/-	See Rationale 1.
11-18	Megan Garland Inwood WV	The process in which the standards expect students to learn is not logical. ELA.K.35 expects students to be able to spell, capitalize, and punctuate sentences, yet ELA.K.III states that they should only be able to print all upper and lowercase letters by the end of kindergarten. ELA.K.25 wants students to publish writing before they have even mastered handwriting. Technology is a tool, not a replacement for handwriting and students should not be using this tool until they have mastered the basics.	N/-	ELA.K.25 states “ <u>with guidance and support from adults</u> , explore a variety of digital tools to produce and publish writing, including collaboration with peers.”
11-18	Amy Moore Teacher CCBOE Ona WV	12.14 still refers to American Lit instead of World/British Lit	NA/-	World/British literature can be included to meet other 12 th grade reading standards; this is a local level curricular decision.
11-18	Courtney Anastasio Teacher CMHS Ona WV	ELA.11.25 It requires students to use the internet to produce, update, and publish individual shared writing projects. If this is a required standard how is this to be achieved if there is a lack of technology within the classroom?	NA/-	Technology needs are assessed and addressed at the local level.
11-18	Michelle Brooks Ms. Cabell County Schools	ELA.11.1 I like the straight forward nature of this standard. It is explicit for the teacher to understand and hits one of the key elements of literature study -	N/+	

	Ona WV	analysis.		
11-22	Rebecca Wood Point Pleasant WV	Glad to see cursive writing back in the third grade ELA standards. Also happy to see some were written in language that easily understood and interpreted by stakeholders.	N/+	
11-23	tony nichols Federal Programs Nicholas County Summersville WV	I am good with including handwriting within the standards. In fact, it was a committee suggestion to include handwriting with more explicit instruction of both print and cursive. Research shows that handwriting will increase fluency and combats some bad habits related to learning disabilities. The second grade standard has the option of cursive or print. With "or," schools may choose not to do it. Do you want it to begin in grade 2? It seems more mandatory at grades 3-4. I believe it should also be included up to grade 5 to accommodate developmental levels and be mastered before middle school.	N/o	The Early Learning Foundation includes “as developmentally appropriate” which allows for personalized education.
11-23	George I. Brown Pres, Gen Mgr The James & Law Co Clarksburg WV	2520.1A Media reports say that, 'the WVBE recommends affording more local control to districts regarding choice of curriculum and instructional materials by allowing districts to select instructional materials that meet established criteria - rather than setting a list of approved instructional materials from which the districts may select a program for district-wide use'. This path ignores several advantages that the current selection system affords our district, students, and taxpayers. Though more local control over curriculum selection is a laudable goal, dismantling the current selection system will come at a high cost. First, if every district must establish a committee of teachers and local stakeholders each year to determine whether or not the programs being offered by publishers/vendors meet the established criteria, the work now being accomplished by the state adoption committee will be replicated fifty-five times, by each district committee. There is a direct, local payroll expense associated with such redundancy. And, given the subjective nature of these evaluations, there is the distinct possibility that one district committee will approve a given program, while a neighboring district committee will not.	N/o	Comment relates to adoption of instructional materials not this policy.

		<p>What then? What body will have the final say? Currently, the state adoption committee makes the initial evaluation of a program. Any disputes regarding the outcome of that evaluation are dealt with at the state level. And then the county adoption committees are free to review all state-approved programs, and select the one each feels will provide their students and teachers with the greatest success.</p> <p>Second, the current system of district-wide program selection should be retained, for two reasons: a) district level selection (vs by-school selection) assures that students who must move from one school to another during the school year are assured of continuity of instructional materials, rather than finding themselves at a disadvantage due to having to pick-up instruction in a completely different program, and b) district level selection assures the district and its constituents (the taxpayers who ultimately fund the school system, that any economies of scale available in the purchase of said program(s) are being taken advantage of.</p> <p>And last, West Virginia is a very small market, when one compares our student population to that of other states. For instance, we have fewer K-12 students than Atlanta-Fulton County, GA, or Miami-Dade County, FL, just to name a few. My experience, as a materials distributor, is that materials are (from a business standpoint) reasonable designed for those types of markets, in those populous states. The recent introduction of state-specific materials makes those materials, for low census states such as ours more possible than ever. But, the costs of state-specific materials are still higher than those of national programs, and the willingness of publishers/vendors to produce such programs is not assured. So if we get too far from the national programs, we will find ourselves with fewer program options, at premium prices.</p>		
11-24	Tammi Gregory School	The anchor standards (college and career ready) currently in use are great! They show the grade below and the grade following for ease of use and	N/o	College- and Career-Readiness Indicators

	Improvement Coordinator Nicholas County Schools Summersville West	already are labeled with college and career ready statements according to domains. Depth of knowledge is built in and if changed I feel would take us back-not forward in educating our students.		show relationships between grade levels.
11-24	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	ELA.K.39 second bullet----(missing bullet?) and should the word INTRODUCE be instead IDENTIFY?	A/o	The second bullet was added.
11-25	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	ELA.8.36 formerly ELA.8.L.C15.1 Wondering if there is an erroneous omission of three bulleted items in this new standard. Original standard has four bullets and new 8.36 only has the first one.	NA/o	The bullets that were taken from ELA.8.36 were added to ELA.8.38 for greater consistency among the standards.
11-25	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	Sorry...we are reviewing and comparing the new policy and noticed that on ELA.9.28 it reads 'grades 9' when it should read grade 9. The current standard reads grades 9-10 but the new only references the one grade 9. Thanks!	A/o	Change “grades” to “grade” in first bullet for grammatical accuracy.
11-30	Kirstin Sobotka ELA Teacher Cabell County Schools Ona WV	ELA 11.28, ELA 12.28: Remove "and use of legal reasoning" to ensure consistency with the reading of the standards. In addition, the new numbering system is excellent; it provides an easy way to reference standards for the purpose of aligning tasks and examining progression in surrounding grade levels.	A/+	This is a typographical error and has been corrected.
12-09	Michel Moffatt Delegate - District	I cannot see if these Standards are still going to be tested using the SBAC testing.	N/o	

	22 Hurricane WV	I know as a Legislature we will pursue real change to get rid of the Common Core aligned tests, the data collection, and give more local control to the schools.		
12-10	Blaine Hess Superintendent Jackson County Schools Ripley WV	I support the approval of the WV College and Career Readiness Standards for English Language Arts. The approval of the standards reflect support for the work and recommendations of the Academic Spotlight efforts over the past several months. It is crucial that our state standards be firmly established so that teachers will have clear standards upon which to base instruction. The turmoil of the standards debate must be put to rest for the good of the students in West Virginia.	N/+	
12-10	Susan Teacher Begunich Morgantown WV	To teach students skills and competencies essential for success.	N/o	
12-14	Lenora Richardson Director of Curriculum Cabell County Schools Huntington WV	References to literary texts, such as the Bible, were removed from standards ELA.8.14, ELA.8.28, and ELA.9.14, ELA9.28, ELA10.28. Such texts provide guidance to teachers in teaching and delivering the standards, and should be included in the standards. References to literary texts, such as the Constitution and the Bill of Rights, were removed from ELA.11.17. Such texts provide guidance to teachers in teaching and delivering standards, and should be included in the standards. References to literary texts, such as the Declaration of Independence and Lincoln's Second Inaugural Address, were removed from ELA.12.17. Such texts provide guidance to teachers in teaching and delivering	A/o	The references have been added to the policy. Changed in all other progressions for document consistency.

		<p>standards, and should be included in the standards.</p> <p>It is important to include primary source documents to provide insight to events and the continuing impact such documents have on society both in governance and in people being able to discriminate propaganda and make intelligent decisions.</p>		
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Action		Type	
N	No Response	-	Negative
NA	Not Accepted	+	Positive
A	Accepted	o	Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§126-44AA-1 General				
11-16	Beth Massey Teacher and Parent Greenbrier East High School Lewisburg West	First - this form is not appropriate for asking the public to comment on. It appears to be a direct attempt to intimidate the public and reduce the input they choose to give. Second - I see very little difference between the common core goals and the "new" learning goals.		
11-16	Barbara McCullough English Teacher NBCT Wood County Schools Vienna WV	Somewhere between politics and money stands West Virginia teachers and students. Each and every day, the teachers rely upon a majority of non-teachers to make informed decisions regarding the curriculum and instruction of all students in WV. Common Core standards DO provide a baseline for growth; changing the name for political purposes does not. Changing the testing program AGAIN does not give WV educators and students the opportunities needed to ALIGN math classes and progressions and strengthen ELA/Reading programs. Smarter Balanced, based upon Common Core, provides a promising growth model in ELA and math where critical thinking thrives from consistent, ongoing, aligned brain work. The WVDE continues to cut funding, population continues to decline, and jobs are cut. Yet expenditures flow without regard for the facts before us. Please, give the teachers and students what they need: informed leadership for WV students and teachers.		
11-17	Kayla Thompson ELA Teacher WV	I personally do not see why we are repealing the ELA standards. I really like the common core and the way the standards are used. The only problems I have with the standards are the programs or books that go along with it, some are lacking. I actually really like the next generation standards. Honestly, the "new" standards look a lot like the Next Gen Standards... So what is the point in adopting new ones?		

11-17	J Williams Network Administrator Fairmont WV	Cursive handwriting is waste of time that should be focused more on spelling and grammar. Resurrecting skills that were once useful, but serve no modern purpose, is a disservice to our children.		
11-17	Heidi Griffith Curriculum Coordinator Harrison County Schools Clarksburg WV	These are the exact same standards which we were calling the Next Generation Standards/ and the Common Core State Standards. Why are we renaming them?		
11-18	Megan Garland Inwood WV	Numerous studies, reports, and news articles have shown that the United States as a whole is on a downward trend in competing on a global scale in educating its youth. America's current generation that is now entering the workforce is unable to compete in the world's economy, and there are major concerns among some educators that the next generation will be even worse because of the lack of foundational skills that the new standards fail to address. Despite the development of technology over the decades, handwriting assignments is the primary way in which students complete and submit assignments in school on a daily basis. Handwriting is used daily to communicate short succinct notes to colleagues and co-workers. Though handwriting is used on a daily basis in school and in the workforce, the Common Core Standards and West Virginia's Next Generation Standards fail to emphasize handwriting, or penmanship, as something all students will need to be college and career ready. Students need to master handwriting prior to leaving primary school so that the cognitive costs of handwriting do not impede a student's ability to retain and process content. The Common Core Standards and Next Generation Standards are supposed to be the newest and most up to date according to the Department of Education. They state students will be able to "print many upper- and lowercase letters" for kindergartners and by the end of first grade students will "print all upper and lowercase letters." By the time most students get to middle school they have forgotten how to write in cursive, if they were even taught in primary school how to do so. The standards do not state how those letters need to be formed and specify how students should be holding pencils or pens to facilitate good penmanship. Students are coming to middle school forming letters backwards, or from the bottom when they should be starting at the top to form the letters or vice		

versa. Forming letters correctly aids in writing fluency and allows students to focus on ideas in writing rather than writing neatly. It may seem inconsequential to most that the letters be written correctly, but the correct formation of letters leads to better writing and reading fluency later on in a student's educational career.

A study completed at the Universit  Paul Sabatier entitled "Learning through Hand- or Typewriting influences Visual Recognition of New Graphic Shapes: Behavioral and Functional Imaging Evidence" shows a correlation between neat handwriting, and overall student achievement in reading and writing. Handwriting is a form of kinesthetic learning, or learning through movement, that helps students recognize individual characters, such as letters, in reading and in writing. Typing can create an association for recognizing letters, however the letter recognition is not as accurate as when students learn characters through handwriting and most importantly handwriting neatly. Recognizing letters is the most basic form of reading; it could be argued that it is one of the most important parts of reading because without basic character recognition, one cannot read. If students are unable to recognize the differences in d's and b's or o's, e's, and c's then words and meanings become confused and comprehension is lost. When the loss of comprehension begins at such a young age and at such a basic level the gap is already forming between the top students and the lower achieving students and the gap will only get worse as they age because these motor skills have not been mastered. The lack of mastery in these motor skills for penmanship actually costs the brain more processing power and the students are less able to use their brains on the deeper understanding of content that teachers expect from students.³

According to the Common Core Standards, technology is supposed to be the equalizing factor in the achievement gap. Technology is the glorious tool that students will use to explore the world and educate themselves about the world around them. They will use computers to publish their writing and communicate new ideas. In a way, it is true. Students do use technology non-stop. Chicago Tribune reporter Heidi Stevens addresses the idea that technology is overused in schools and interviewed several high-tech CEOs. Steve Jobs, founder of one of the greatest technology enterprises ever, did not let his children use one of his inventions: the iPad.⁴ It is not just Steve Jobs who fears that technology is taking foundational skills away from the classroom, "A communications executive at Google told [The New York] Times his fifth grader doesn't know how to use

Google.â€5 Chris Anderson, an executive of a 3D Robotics company, stated he has, â€œSeen the dangers of technology firsthand. Iâ€™ve seen it myself, I donâ€™t want to see that happen to my kids.â€6 Most importantly though, the teacher in Stevenâ€™s article articulated the most important thing about technology, and that is that students â€œknow their way around an iPad. Itâ€™s the pencil-and-paper writing and turning-the-pages reading and calculating-by-hand arithmetic they seem to be lackingâ€|. Thatâ€™s the stuff theyâ€™re not getting at homeâ€|. And thatâ€™s the stuff they need.â€7

These quotes reinforce the idea that students are inundated with technology, and therefore, they need schools to be the safe zone in order to separate their minds from the addictive features of technology they see on a daily basis. When students are using technology, they are failing to practice the basic foundational skill of penmanship that educators know students need to be successful critical thinkers. Students must have a fundamental knowledge base to draw from before higher level analysis can take place.

Generally speaking, the better a student can write, the better he or she should be able to read and recognize characters and words. The fluency at that stage creates the foundation on which all reading and writing will come in the future. Without a change, the standards we currently have are actually creating a wider gap. Not to mention a studentâ€™s pride when he is able to create a neat piece of work and turn it in like it is a work of art. All students want to be able to write well, however the schools are not giving them the opportunity to practice the skills they want to learn in order to be successful in school. In fact, some students have expressed their frustrations in never having been taught cursive, as they see it as a right of passage into adulthood. The standards need to include such skills because the skills addressed are clearly beneficial to students both cognitively and emotionally.

Bibliography

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2. Ibid
3. Marieke Longcamp, Celine Boucard, Jean-Claude Gilhodes, Jean-Luc Anton, Muriel Roth, Bruno Nazarian, and Jen-Luc Velay. "Learning through Hand- or

		<p>Typewriting Influences Visual Recognition of New Graphic Shapes: Behavioral and Functional Imaging Evidence." Journal of Cognitive Neuroscience 20, no. 5 (May 2008): 802-815.</p> <p>4. Stevens, Heidi. Steve Jobs Limited Kids' Access to Tech. Shouldn't We. September 18, 2014. www.chicagotribune.com/lifestyles/ct-learning-without-tech-steve-jobs-balancing-20140918-column.html (accessed October 23, 2015).</p> <p>5. Ibid</p> <p>6. Ibid</p> <p>7. Ibid</p>		
11-18	Nick Karle	I like the specifics of our new standards, however, I would like to see more CSO's geared to public speaking, acting, and different kinds of writing.		
11-19	Stephanie Cotterill teacher Wildwood Middle School Shenandoah Junction WV	<p>As a teacher in WV, I am enraged that you are thinking of changing the standards once again. The current NexGen standards are of high quality and hold the teacher and student to a much higher standard than the previous standards used in this state.</p> <p>I read in a news article that 90% of the comments from the town hall meetings were in favor of the NexGen standards. Most of these comments were from educators. Shouldn't the state's educators opinion matter more than a few legislator's opinion?</p> <p>Here's an idea: Instead of investing millions in new standards, why not invest that money in some proper professional development for the teachers in this state so that they are better equipped to teacher the NexGen standards? In my county, two teachers were trained to teach the new standards. Those teachers where then expected to spread the word and train people as the opportunity arose. This is the part that doesn't make sense...not the standards themselves.</p>		
11-20	David Delk Wheeling WV	Headlines across the State of West Virginia on November 13, 2015 declared that the State Board of Education and State Superintendent Dr. Michael Martirano had recommended a repeal of the state's Next Generation/Common Core academic standards in English and Math to be replaced with the College and Career Readiness Standards. These headlines got it half right. Dr. Martirano has proposed eliminating the Next Generations Standards, but nothing about Common Core is being eliminated.		

In a carefully worded press release, the West Virginia Department of Education (WVDE) made no mention of Common Core but did strongly assert that the College and Career Readiness standards are "new standards." This assertion is just plain false. I hope many parents will find it interesting and informative that every single Common Core standard in the soon to be repealed Next Generation standards appear in the College and Career Readiness standards. It should also be instructive and enlightening to parents that neither the WVDE, Dr. Martirano nor the State Board felt it important to mention the fact that the Common Core standards would remain in effect. It is disappointing that the WVDE cannot be honest with parents and just admit that the College and Career Readiness standards are Common Core 2.0.

What is new in the College and Career Readiness standards is the insertion of cursive writing instruction in grades 2-3, explicit mention for students to learn multiplication tables by the end of grade 3, and the addition of standards specific to Calculus with the expectation of Calculus being available to all students. Please just reflect on the fact that the actual "rigorous" Common Core standards have no provision for learning cursive, the times tables or were advanced enough to include Calculus standards. These are indeed welcomed additions, but the College and Career Readiness standards still are just a re-branding and re-naming of Common Core.

I am sure skeptics will say that they saw on the news that Common Core in West Virginia was being repealed, and surely the WVDE would not misrepresent such a decision. The most telling evidence that Common Core will remain in place with these "new" standards is that the same Common Core standardized testing will be given to our students. West Virginia is part of the Smarter Balanced Assessment Consortium (SBAC) along with eighteen other states, according to its website. These standardized tests, according to the testing company American Institutes for Research, are specifically designed and created to measure student progress on only Common Core standards. If the College and Career Readiness standards were truly a departure from Common Core, the SBAC test would in no way align with the new standards. However, the WVDE press release on a reduction of standardized testing makes no mention of revisions to the SBAC. The reason that the SBAC test remains unchanged is that any comparison of the "new" standards with the "old" standards, whether

		<p>that comparison is cursory or comprehensive, demonstrates that all the Common Core standards are repeated almost word for word in every instance from old to new.</p> <p>P.T. Barnum is credited with saying "œthere"™s a sucker born every minute." The WVDE is showing the same regard for the parents of West Virginia with the College and Career Readiness standards. Dr. Martirano and the WVDE should be forthright with the public about what it is actually doing. My hope is the West Virginia Legislature will do its due diligence on Common Core 2.0 and not just accept the WVDE"™s re-branding of the Next Generation standards at face value. It is one thing to have a legitimate disagreement and debate about state education standards. It is another thing for government officials to engage in deceptive practices to implement education policy. Our children deserve better.</p>		
<p>11-23</p>	<p>tony nichols Federal Programs Nicholas County Summersville WV</p>	<p>The standards seem similar to NEXT GENERATION to me with new formatting. The format and renumbering may seem simplified, but will create complications when teachers try to match common core resources to the new numbers. The new ELA texts and instructional resources are aligned already. Changing them now is going to complicate the effectiveness of the new materials that counties have spent thousands of dollars on providing. I believe the format should remain the same as NEXT GENERATION STANDARDS. These seem to be more of a checklist of objectives. I believe we are going to lose some of the depth of knowledge related to the literacy domains. I also like the number to include the domain such as ELA.R.K.1 or ELA.K.W.20</p>		
<p>11-24</p>	<p>Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West</p>	<p>I can not believe we are seriously considering this change of numbering the standards. We have hard working teachers who've learned the standards and are implementing the changes as well as this being an adoption year and new texts are being learned that are aligned with the WV Next Generation Standards. All these changes will not make teaching/learning better, it will merely complicate the process. I strongly feel teachers will use the new format of 41 standards as a check-off sheet. There is NOTHING wrong with the current NxG standards and numbering we have in place. I am not against amending a few things, but total change of the format and title changes the DOK and rigor that was built in is extremely UNNECESSARY! I have no problem with clarifying some standards or an addendum, but there is no need to throw away quality, rigorous standards</p>		

		(domain specific) and start over. Please do not do this! We already have college and career ready (Anchor Standards) in place. If we are changing to get away from association with Common Core, in West Virginia we have already addressed this with the Next Generation Standards. I truly believe this is a huge waste of money to implement the changes that are proposed.		
11-30	Tonya Blackburn Kindergarten Teacher Norwood Elementary Stonewood WV	Under Kindergarten Print Concepts Standard, I would like it to read that the student should recognize MOST letters instead of ALL letters.		
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Replaced cumbersome performance descriptors with stream-lined early learning foundations in primary grades; Condensed and simplified language in regards to performance outcomes; Introduced cursive writing in 2nd grade as appropriate; Cursive or joined italics is added to 3rd and 4th grade standards; Simplified chart explaining expectations within the domains is added in secondary ELA.		
12-07	Niki teacher kanawha county schools nitro wv	These are the same standards that we have, just renumbered 1-41.		
12-09	Michel Moffatt Delegate - District 22 Hurricane WV	SBAC testing		
12-10	Rhonda Jelich Director of Elem Ed & Staff Dev Jackson County Schools Ripley WV	I like the cleaner presentation. Having the standards listed in tables makes it easier for teachers and parents to understand. While I do not believe that Handwriting is a Foundational Skill, I do understand politically why it was necessary to be placed there. Truly an improvement! Kudos!		
12-10	Susan Teacher	Defines the delivery system, assessment and accountability system.		

	Begunich Morgantown WV			
12-13	Amber Nuzum Teacher Harrison Clarksburg Wv	Basically, all you have done is change the name Common Core to something else. Besides handwriting and the standard numbers I see no changes in 3rd grade. Then the way the comment page is set up you deter people from commenting.		
12-14	Andy Bird Hurricane WV	Replaced cumbersome performance descriptors with stream-lined early learning foundations in primary grades; Condensed and simplified language in regards to performance outcomes; Introduced cursive writing in 2nd grade as appropriate; Cursive or joined italics is added to 3rd and 4th grade standards; Simplified chart explaining expectations within the domains is added in secondary ELA		
12-14	Deborah Bever Director Ritchie County Schools Harrisville WV	I find the proposed changes to be simplifying in nature. It is my opinion that these changes have clarified the standards. These changes also make the standards much easier to read and are very user friendly.		
§126-44AA-2 Purpose				
11-18	Nick Karle	I feel in the real world students will have to adapt to different situation as they would when taking on a certain role in a story or play. Also, I feel public speaking skills is necessary in order to be successful in a career, interview, or workplace. Lastly, learning different kinds of writing will help broaden the creativity of students.		
11-23	tony nichols Federal Programs Nicholas County Summersville WV	It was my understanding, the standards would only be changed for clarification, etc. Renumbering after teachers have already learned the old system seems pointless to me.		
11-24	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	There is absolutely no need for renumbering the standards. We haven't given the NxG standards enough time. Clarify for misunderstandings and/or add an addendum (such as handwriting-which is reciprocal to reading), but there is no point in changing the total package of NxG.		
11-30				

	Tonya Blackburn Kindergarten Teacher Norwood Elementary Stonewood WV	It may not be developmentally appropriate for all children to be able to recognize all of the letters at 5 years old.		
12-10	Susan Teacher Begunich Morgantown WV	Defines Content Standards		
§126-44AA-3 Incorporated by Reference				
11-23	tony nichols Federal Programs Nicholas County Summersville WV	Do not like the new numbering. Leave them the same as Next Generation Standards.		
11-24	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	The standards numbering should remain the same as is. I DO NOT LIKE THIS CHANGE!		
12-10	Susan Teacher Begunich Morgantown WV	Copies obtained from the Sec. of the State		
§126-44AA-4 Summary of the Content Standards				
11-13	Kate Gladstone CEO Handwriting Repair/Handwriting That Works Albany NY	Handwriting matters “but does cursive matter? The research is surprising. For instance, it has been documented that legible cursive writing averages no faster than printed handwriting of equal or greater legibility. (Sources for all research are listed below.) More recently, it has also been documented that cursive does NOT objectively improve the reading, spelling, or language of students who have		

dyslexia/dysgraphia.

This is what I'd expect from my own experience, by the way. As a handwriting teacher and remediator, I see numerous children, teens, and adults "dyslexic and otherwise" for whom cursive poses even more difficulties than print-writing. (Contrary to myth, reversals in cursive are common " a frequent cursive reversal in my caseload, among dyslexics and others, is "œJ/f.â€) " According to comparative studies of handwriting speed and legibility in different forms of writing, the fastest, clearest handwriters avoid cursive " although they are not absolute print-writers either. The highest speed and highest legibility in handwriting are attained by those who join only some letters, not all: joining only the most easily joined letter-combinations, leaving the rest unjoined, and using print-like shapes for letters whose printed and cursive shapes disagree.

Reading cursive still matters " but reading cursive is much easier and quicker to master than writing the same way too. Reading cursive, simply reading it, can be taught in just 30 to 60 minutes " even to five- or six-year-olds (including those with dyslexia) once they read ordinary print. (There's even an iPad app teaching kids and others to read cursive, whether or not they write it or ever will write it. The app " œRead Cursiveâ€ " is a free download. Those who are rightly concerned with the vanishing skill of cursive reading may wish to visit appstore.com/readcursive for more information.)

We don't require our children to learn to make their own pencils (or build their own printing presses) before we teach them how to read and write. Why require them to write cursive before we teach them how to read it? Why not simply teach children to read cursive " along with teaching other vital skills, such as a form of handwriting that is actually typical of effective handwriters? Just as each and every child deserves to be able to read all kinds of everyday handwriting (including cursive), each and every one of our children " dyslexic or not " deserves to learn the most effective and powerful strategies for high-speed high-legibility handwriting performance.

Teaching material for practical handwriting abounds " especially in the UK and Europe, where such handwriting is taught at least as often as the accident-prone cursive which is venerated by too many North American educators. Some examples, in several cases with student work also shown:

<http://www.BFHhandwriting.com>, <http://www.handwritingsuccess.com>,

<http://www.briem.net>, <http://www.HandwritingThatWorks.com>,
<http://www.italic-handwriting.org>,
<http://www.studioarts.net/calligraphy/italic/curriculum.html>)

Even in the USA and Canada, educated adults increasingly quit cursive. In 2012, handwriting teachers across North America were surveyed at a conference hosted by Zaner-Bloser, a publisher of cursive textbooks. Only 37% wrote in cursive; another 8% printed. The majority " 55% " wrote with some elements resembling print-writing, others resembling cursive.

(If you would like to take part in another, ongoing poll of handwriting forms " not hosted by a publisher, and not restricted to teachers " visit <http://www.poll.fm/4zac4> for the One-Question Handwriting Survey, created by this author. As with the Zaner-Bloser teacher survey, so far the results show very few purely cursive handwriters " and even fewer purely printed writers. Most handwriting in the real world " 75% of the response totals, so far " consists of print-like letters with occasional joins.)

When even most handwriting teachers do not themselves use cursive, why glorify it?

Believe it or not, some of the adults who themselves write in an occasionally joined but otherwise print-like handwriting tell me that they are teachers who still insist that their students must write in cursive, and/or who still teach their students that all adults habitually and normally write in cursive and always will. (Given the facts on our handwriting today, this is a little like teaching kids that our current president is Richard Nixon.)

What, I wonder, are the educational and psychological effects of teaching, or trying to teach, something that the students can probably see for themselves is no longer a fact?

Cursive's cheerleaders (with whom I've had some stormy debates) sometimes allege that cursive has benefits which justify absolutely anything said or done to promote that form of handwriting. The cheerleaders for cursive repeatedly state (sometimes in sworn testimony before school boards and state legislatures) that cursive cures dyslexia or prevents it, that it makes you pleasant and graceful and intelligent, that it adds brain cells, that it instills proper etiquette and patriotism, or that it confers numerous other blessings which are no more prevalent among

cursive users than among the rest of the human race. Some claim research support “citing studies that invariably prove to have been misquoted or otherwise misrepresented by the claimant.

So far, whenever a devotee of cursive claims the support of research, one or more of the following things has become evident as soon as others examined the claimed support:

/1/ either the claim provides no source,

or

/2/ if a source is cited, and anyone checks it out, the source turns out to have been misquoted or incorrectly paraphrased by the person citing it

or

/3/ the claimant correctly quotes/cites a source which itself indulges in either /1/ or /2/.

Cursive devotees' eagerness to misrepresent research has substantial consequences, as the misrepresentations are commonly made “under oath” in testimony before school districts, state legislatures, and other bodies voting on educational measures. The proposals for cursive are, without exception so far, introduced by legislators or other spokespersons whose misrepresentations (in their own testimony) are later revealed “although investigative reporting of the questionable testimony does not always prevent the bill from passing into law, even when the discoveries include signs of undue influence on the legislators promoting the cursive bill? (Documentation on request: I am willing to be interviewed by anyone who is interested in bringing this serious issue inescapably before the public’s eyes and ears.)

By now, you’re probably wondering: “What about cursive and signatures? Will we still have legally valid signatures if we stop signing our names in cursive?” Brace yourself: in state and federal law, cursive signatures have no special legal validity over any other kind. (Hard to believe? Ask any attorney!) Questioned document examiners (these are specialists in the identification of signatures, the verification of documents, etc.) inform me that the least forgeable signatures are the plainest. Most cursive signatures are loose scrawls: the rest, if

they follow the rules of cursive at all, are fairly complicated: these make a forger's life easy.

All handwriting, not just cursive, is individual " just as all handwriting involves fine motor skills. That is why any first-grade teacher can immediately identify (from the print-writing on unsigned work) which of 25 or 30 students produced it.

Mandating cursive to preserve handwriting resembles mandating stovepipe hats and crinolines to preserve the art of tailoring.

SOURCES:

Handwriting research on speed and legibility:

/1/ Arthur Dale Jackson. "A Comparison of Speed and Legibility of Manuscript and Cursive Handwriting of Intermediate Grade Pupils." Ed. D. Dissertation, University of Arizona, 1970: on-line at <http://www.eric.ed.gov/?id=ED056015>

/2/ Steve Graham, Virginia Berninger, and Naomi Weintraub. "The Relation between Handwriting Style and Speed and Legibility." JOURNAL OF EDUCATIONAL RESEARCH, Vol. 91, No. 5 (May - June, 1998), pp. 290-296: on-line at <http://www.jstor.org/stable/pdfplus/27542168.pdf>

/3/ Steve Graham, Virginia Berninger, Naomi Weintraub, and William Schafer. "Development of Handwriting Speed and Legibility in Grades 1-9." JOURNAL OF EDUCATIONAL RESEARCH, Vol. 92, No. 1 (September - October, 1998), pp. 42-52: on-line at <http://www.jstor.org/stable/pdfplus/27542188.pdf>

Zaner-Bloser handwriting survey: Results on-line at

		<p>http://www.hw21summit.com/media/zb/hw21/files/H2937N_post_event_stats.pdf</p> <p>Ongoing handwriting poll: http://poll.fm/4zac4</p> <p>The research most often misrepresented by devotees of cursive (â€œNeural Correlates of Handwriting" by Dr. Karin Harman-James at Indiana University): https://www.hw21summit.com/research-harman-james</p> <p>Background on our handwriting, past and present: 3 videos, by a colleague, show why cursive is NOT a sacrament:</p> <p>A BRIEF HISTORY OF CURSIVE â€” http://youtu.be/3kmJc3BCu5g</p> <p>TIPS TO FIX HANDWRITING â€” http://youtu.be/s_F7FqCe6To</p> <p>HANDWRITING AND MOTOR MEMORY (shows how to develop fine motor skills WITHOUT cursive) â€” http://youtu.be/Od7PGzEHbu0</p> <p>Yours for better letters,</p> <p>Kate Gladstone DIRECTOR, the World Handwriting Contest CEO, Handwriting Repair/Handwriting That Works http://www.HandwritingThatWorks.com handwritingrepair@gmail.com</p>		
<p>11-23</p>	<p>tony nichols Federal Programs Nicholas County Summersville WV</p>	<p>I liked the anchor standards in Next Generation. I was able to quickly see the relationship between grade levels. These are in grade level isolation. I believe the new format will encourage rote teaching and learning and not higher DOK.</p>		
<p>11-24</p>				

	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	The anchor standards (college and career ready) show connections between grade levels.		
11-30	Tega McGuffin Teacher Fayette County Schools Oak Hill WV	Standards are clear, more precise and user-friendly with a stream-lined organization based off of a clustering system.		
12-10	Susan Teacher Begunich Morgantown WV	Provides focus for teachers.		
12-14	Andy Bird Hurricane WV	Standards are clear, more precise and user-friendly with a stream-lined organization based off of a clustering system		
12-14	Michelle Kelley Putnam County Schools Hurricane WV	Section 126-44AA-4- Summary of the Content Standards: Standards are clear, more precise and user-friendly with a stream-lined organization based off of a clustering system		
§126-44AA-5 Severability				
11-23	tony nichols Federal Programs Nicholas County Summersville WV	What are we doing about performance descriptors? These have none listed!!!! The committee addressed each standard individually especially those the public disagreed with. I believe it would be in the best interest of teachers and students to leave them in their current format with the same numbers.		
11-24	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	How are we judging the performance of our students and their work? I did not see any performance descriptors. We want our teachers and students to strive for distinguished, but how do we know where the teaching and learning is falling when there is nothing to judge by? In the best interest of our students and raising their achievement we need to stay the course with the current standards in place.		

12-10	Susan Teacher Begunich Morgantown WV	circumstances held are invalid		
§West Virginia College- and Career-Readiness Standards for English Language Arts Please identify standard prior to comments				
11-14	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	3.111 There are two accepted cursive styles that are taught today. They are called Zaner-Bloser and D'Nealian. I would stay away from the descriptions used to identify these in the standard and simply call it "cursive". They are both considered cursive and don't need defined - I think this will cause more confusion.		
11-14	Deborah Turner Petersburg WEST	I am sorry, but after viewing the new WV College-and Career-Readiness Standards for English Language Arts there is minimal change if any. It appears that there were no changes....only the name! Disappointing!		
11-16	Autumn Lee Technology and Curriculum Specialist Greenbrier County Schools Lewisburg WV	This comment is for each standard. Considering all of the time, effort and money that has been put into understanding and teaching the NXG (CCSS) another change will only cause more upset. Teachers, students and parents are just now finding a level of comfort with our standards. We need to do what we know is best for our children and continue our efforts to increase rigor and prepare them for the future.		
11-17	Clarinda Harbin Mannington WV	I Teach Kindergarten and the standards for ELA are almost exactly the same. We just adopted a new ELA series and it is Common Core. If the standards are so close to common core why waist all this money to change them. just rename the next gen standards and require cursive handwriting in school!!		
11-18	Karen Davies School Transformation Specialist Kanawha County Schools Charleston WV	Keep the current Next Generation Standards for ELA. They are solid and reflect the hard work of qualified representatives. There is NO REASON to change them.		
11-18	Megan Garland Inwood WV	The process in which the standards expect students to learn is not logical. ELA.K.35 expects students to be able to spell, capitalize, and punctuate		

		sentences, yet ELA.K.III states that they should only be able to print all upper and lowercase letters by the end of kindergarten. ELA.K.25 wants students to publish writing before they have even mastered handwriting. Technology is a tool, not a replacement for handwriting and students should not be using this tool until they have mastered the basics.		
11-18	Amy Moore Teacher CCBOE Ona WV	12.14 still refers to American Lit instead of World/British Lit		
11-18	Courtney Anastasio Teacher CMHS Ona WV	ELA.11.25 It requires students to use the internet to produce, update, and publish individual shared writing projects. If this is a required standard how is this to be achieved if there is a lack of technology within the classroom?		
11-18	Michelle Brooks Ms. Cabell County Schools Ona WV	ELA.11.1 I like the straight forward nature of this standard. It is explicit for the teacher to understand and hits one of the key elements of literature study - analysis.		
11-22	Rebecca Wood Point Pleasant WV	Glad to see cursive writing back in the third grade ELA standards. Also happy to see some were written in language that easily understood and interpreted by stakeholders.		
11-23	tony nichols Federal Programs Nicholas County Summersville WV	I am good with including handwriting within the standards. In fact, it was a committee suggestion to include handwriting with more explicit instruction of both print and cursive. Research shows that handwriting will increase fluency and combats some bad habits related to learning disabilities. The second grade standard has the option of cursive or print. With "or," schools may choose not to do it. Do you want it to begin in grade 2? It seems more mandatory at grades 3-4. I believe it should also be included up to grade 5 to accommodate developmental levels and be mastered before middle school.		
11-23	George I. Brown Pres, Gen Mgr The James & Law Co Clarksburg WV	2520.1A Media reports say that, 'the WVBE recommends affording more local control to districts regarding choice of curriculum and instructional materials by allowing districts to select instructional materials that meet established criteria - rather than setting a list of approved instructional materials from which the districts may select a program for district-wide use'. This path ignores several		

advantages that the current selection system affords our district, students, and taxpayers.

Though more local control over curriculum selection is a laudable goal, dismantling the current selection system will come at a high cost. First, if every district must establish a committee of teachers and local stakeholders each year to determine whether or not the programs being offered by publishers/vendors meet the established criteria, the work now being accomplished by the state adoption committee will be replicated fifty-five times, by each district committee. There is a direct, local payroll expense associated with such redundancy. And, given the subjective nature of these evaluations, there is the distinct possibility that one district committee will approve a given program, while a neighboring district committee will not. What then? What body will have the final say? Currently, the state adoption committee makes the initial evaluation of a program. Any disputes regarding the outcome of that evaluation are dealt with at the state level. And then the county adoption committees are free to review all state-approved programs, and select the one each feels will provide their students and teachers with the greatest success.

Second, the current system of district-wide program selection should be retained, for two reasons: a) district level selection (vs by-school selection) assures that students who must move from one school to another during the school year are assured of continuity of instructional materials, rather than finding themselves at a disadvantage due to having to pick-up instruction in a completely different program, and b) district level selection assures the district and its constituents (the taxpayers who ultimately fund the school system, that any economies of scale available in the purchase of said program(s) are being taken advantage of.

And last, West Virginia is a very small market, when one compares our student population to that of other states. For instance, we have fewer K-12 students than Atlanta-Fulton County, GA, or Miami-Dade County, FL, just to name a few. My experience, as a materials distributor, is that materials are (from a business standpoint) reasonable designed for those types of markets, in those populous states. The recent introduction of state-specific materials makes those materials, for low census states such as ours more possible than ever. But, the costs of state-specific materials are still higher than those of national programs, and the

		willingness of publishers/vendors to produce such programs is not assured. So if we get too far from the national programs, we will find ourselves with fewer program options, at premium prices.		
11-24	Tammi Gregory School Improvement Coordinator Nicholas County Schools Summersville West	The anchor standards (college and career ready) currently in use are great! They show the grade below and the grade following for ease of use and already are labeled with college and career ready statements according to domains. Depth of knowledge is built in and if changed I feel would take us back-not forward in educating our students.		
11-24	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	ELA.K.39 second bullet----(missing bullet?) and should the word INTRODUCE be instead IDENTIFY?		
11-25	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	ELA.8.36 formerly ELA.8.L.C15.1 Wondering if there is an erroneous omission of three bulleted items in this new standard. Original standard has four bullets and new 8.36 only has the first one.		
11-25	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	Sorry...we are reviewing and comparing the new policy and noticed that on ELA.9.28 it reads 'grades 9' when is should read grade 9. The current standard reads grades 9-10 but the new only references the one grade 9. Thanks!		
11-30	Kirstin Sobotka ELA Teacher Cabell County Schools Ona WV	ELA 11.28, ELA 12.28: Remove "and use of legal reasoning" to ensure consistency with the reading of the standards. In addition, the new numbering system is excellent; it provides an easy way to reference standards for the purpose of aligning tasks and examining progression in surrounding grade levels.		

12-09	Michel Moffatt Delegate - District 22 Hurricane WV	I cannot see if these Standards are still going to be tested using the SBAC testing. I know as a Legislature we will pursue real change to get rid of the Common Core aligned tests, the data collection, and give more local control to the schools.		
12-10	Blaine Hess Superintendent Jackson County Schools Ripley WV	I support the approval of the WV College and Career Readiness Standards for English Language Arts. The approval of the standards reflect support for the work and recommendations of the Academic Spotlight efforts over the past several months. It is crucial that our state standards be firmly established so that teachers will have clear standards upon which to base instruction. The turmoil of the standards debate must be put to rest for the good of the students in West Virginia.		
12-10	Susan Teacher Begunich Morgantown WV	To teach students skills and competencies essential for success.		
12-14	Lenora Richardson Director of Curriculum Cabell County Schools Huntington WV	References to literary texts, such as the Bible, were removed from standards ELA.8.14, ELA.8.28, and ELA.9.14, ELA9.28, ELA10.28. Such texts provide guidance to teachers in teaching and delivering the standards, and should be included in the standards. References to literary texts, such as the Constitution and the Bill of Rights, were removed from ELA.11.17. Such texts provide guidance to teachers in teaching and delivering standards, and should be included in the standards. References to literary texts, such as the Declaration of Independence and Lincoln's Second Inaugural Address, were removed from ELA.12.17. Such texts provide guidance to teachers in teaching and delivering standards, and should be included in the standards. It is important to include primary source documents to provide insight to events and the continuing impact such documents have on society both in governance		

	and in people being able to discriminate propaganda and make intelligent decisions.	
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