

## **Core Standards Annual Survey**

As per Board Policy 3002, as part of determining if the Board should recommend a set of core standards for revision outside of the Board's established timeline for revision, the Superintendent shall submit to the Board the results of an annual analysis of each of the core standards rubric results. (b) The Board will then consider the results of the annual analysis described in Subsection (1)(a) to determine if standards need to be cued for revision.

### **Survey Dates**

Opening Date: October 1, 2025

Closing Date: October 31, 2025

### **General Survey Results**

527 responses in 2024-2025 Survey Administration

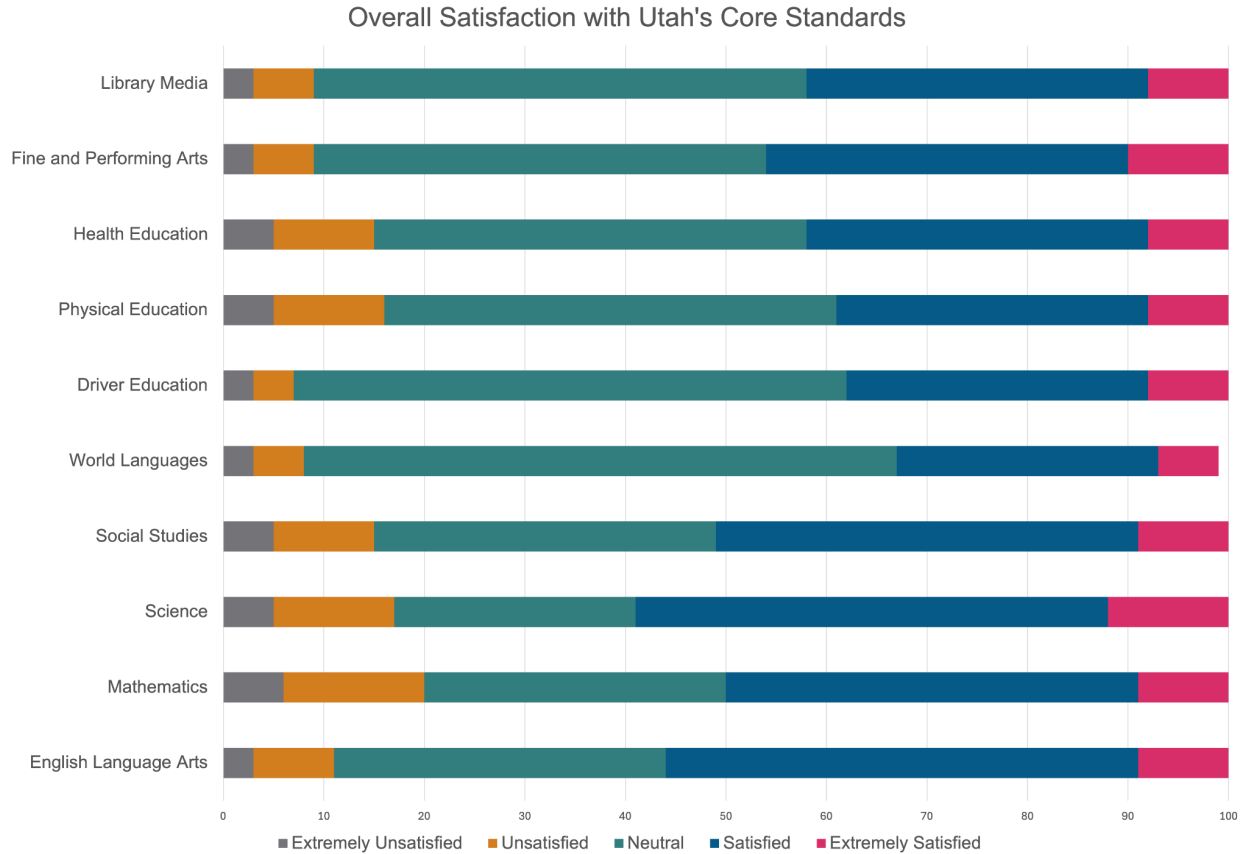
#### **Q1. Which stakeholder group do you belong to (check all that apply):**

- 484 Educators
- 177 Parents
- 15 Students
- 34 Other

Contact Person and Email: Meghan Everette

This draft is for consideration during the December 5, 2025 in the Standards and Assessment Committee Meeting

**Q2. Overall, how satisfied are you with Utah's Core Standards in...**



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**Q2. Overall how satisfied are you with Utah’s Core Standards in Percent and Total Response**

<b>Core Area</b>	<b>Extremely Unsatisfied</b>	<b>Unsatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>	<b>Extremely Satisfied</b>
English Language Arts	3% (17)	8% (42)	33% (174)	47% (247)	9% (47)
Mathematics	6% (31)	14% (71)	30% (156)	41% (217)	9% (49)
Science	5% (26)	12% (65)	24% (125)	47% (244)	12% (65)
Social Studies	5% (28)	10% (53)	34% (178)	42% (218)	9% (48)
World Languages	3% (13)	5% (27)	59% (293)	26% (132)	7% (36)
Driver Education	3% (15)	4% (20)	55% (273)	30% (148)	8% (41)
Physical Education	5% (25)	11% (56)	45% (228)	31% (161)	8% (42)
Health Education	5% (26)	10% (53)	43% (218)	34% (174)	8% (41)
Fine and Performing Arts	3% (17)	6% (28)	45% (228)	36% (181)	10% (52)
Library Media	3% (14)	6% (28)	49% (250)	34% (169)	8% (42)

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**Overall Cueing Rubric Ratings based on Survey Results**

Core Area	Cueing Rubric Result	Last Revision	Proposed Timeline for Revision
English Language Arts	0.10	2021	2028-2029
Mathematics	0.73	2016	Currently in full revision
Science	0.20	2019	2027-2028
Social Studies	0.25	2022	2030-2031
World Languages	0.13	2015	2028-2029
Physical Education	0.40	2016	Currently in full revision
Health Education	0.15	2019	Currently in limited revision
Fine and Performing Arts	0.18	2018	2022 Review Declined, 2029-2030
Library Media	0.41	2015	2021 Review Declined, 2028-2029

**General Themes by Subject Area**

If a respondent chose Extremely Unsatisfied or Unsatisfied, they were asked more about their specific concerns with the question **“Please describe, in detail, your concerns related to the \_\_\_\_\_ Standards.”**

**General Themes**

- There is a desire for more real-world application across subject areas.
- Respondents are worried about losing focus on fundamental skills.
- General comments pertain to appropriateness and rigor, with some feeling preschool or kindergarten may be too academically rigid, while others feel middle schools are not adequately preparing for high school.

**English Language Arts (26 comments)**

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- **Back to Basics:** There is a strong call to return to foundational skills like phonics, handwriting, and grammar, with concerns that these are being neglected for comprehension.
- **Engagement and Rigor:** Respondents feel curriculum has become "dry" and lacks the rigor needed for college writing, while potentially destroying students' love of reading.
- **Skill Isolation:** Some educators feel skills are being taught too independently of one another (e.g., reading separated from literature), leading to a lack of cohesion.

#### Mathematics (24 comments)

- **Need for "Life Math":** A significant number of comments requested a shift toward real-world financial literacy, such as understanding taxes, loans, and banking, rather than just advanced theoretical concepts.
- **Foundational Gaps:** There is concern that students are leaving elementary school without basic arithmetic skills and relying too heavily on rote procedures they don't understand.

#### Science (18 comments)

- **Rigor Mismatch:** High school teachers noted that middle school students are arriving ill-prepared for high school science rigor, particularly in communication and graph-reading skills.
- **Developmental Appropriateness:** Feedback indicates that standards for younger grades (K-2) may be too abstract or complicated for that developmental stage.

#### Social Studies (18 comments)

- **Vagueness of Standards:** Teachers, particularly those new to the profession, find the standards too vague, broad, or lacking in specificity regarding what exactly needs to be taught.
- **Bias and Accuracy:** There are conflicting concerns regarding political content with concerns both about inclusion and exclusion.

#### World Languages (15 comments)

- **Lack of Fluency:** Respondents are frustrated that students can complete years of schooling without achieving conversational fluency.
- **Early Implementation:** There is a desire to start language instruction much earlier (Elementary/K-6) when children are more adept at learning new languages.

#### Driver Education (14 comments)

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- **Practical Skills Focus:** There is a request for more emphasis on modern defensive driving, including specific skills like zipper merging and awareness of cyclists.

#### Physical Education (20 comments)

- **Shift to Lifetime Activities:** A major theme is the desire to move away from team sports and toward "lifetime activities" like hiking, yoga, and outdoor recreation that students can sustain into adulthood.

#### Health Education (17 comments)

- **Comprehensive Sex Education Debate:** There is a distinct split between those requesting comprehensive sex education (including contraception and consent) and those preferring abstinence-only or parental discretion.
- **Nutrition and Wellness:** Feedback suggests nutrition education needs an update to address modern issues like processed foods, energy drinks, and obesity more effectively.
- **Mental Health:** There is a call for a deeper focus on anxiety, depression, and suicide prevention.

#### Fine and Performing Arts (17 comments)

- **Vague Standards:** Visual arts teachers specifically noted that standards are too broad and lack content-specific guidance (e.g., specific skills for ceramics vs. drawing).
- **Elementary Access:** There is a recurring concern about the lack of performing arts and music opportunities at the elementary school level.
- **Exploration vs. Career:** Some feel that secondary programs have become too "elitist" or career-focused, discouraging students who just want to explore the arts for fun.

#### Library Media Core (17 comments)

- **Staffing and Expertise:** Respondents noted that libraries are often staffed by assistants rather than certified teacher-librarians, which limits the instruction of media literacy standards.
- **Digital Overload:** There is a desire to use the library as a break from screen time, rather than a place for more computer-based work.

#### Preschool (11 comments)

- **Developmental Appropriateness:** Feedback suggests a clash between academic pressure (reading/writing) and the developmental need for play-based, social-emotional learning.

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