

DRAFT—Do Not Distribute—Embargoed until 10 a.m. December 7, 2005

**WYOMING**

<b>of a Possible</b>	<b>Points</b>	<b>Out</b>
A. Expectations, Purpose, Audience	3.5	12
B. Organization	5.0	9
C. Science Content and Approach	8.0	27
D. Quality	0.8	9
E. Seriousness	6.0	6
Inquiry	1	3
Evolution	1	3
Raw Score	25.3	69
Final Percentage Score	37	100
<b>GRADE</b>	<b>F</b>	

*Reviewed: Wyoming Content and Performance Standards (July 2003)*

The Wyoming Science Content and Performance Standards give learning expectations for three grade spans: K-4; 5-8; and 9-12. This coarse subdivision is made worse by the extreme paucity of science disciplinary content. Cited as one among the otherwise standard inspirations for this document is the California Superintendent's Challenge Standards in Science, not the much better State Board-adopted Science Content Standards. There are a very few classroom vignettes entitled "action snapshots." Inquiry issues and performance levels account for most of this short and minimal document.

The stylistic features might be exemplified by the following front-page statement: "The purpose of science education is to help young people develop the ability to reason, think creatively, make responsible decisions, and solve problems." We wonder: are there any intellectual disciplines that do *not* make that claim? Or better: Is *that* all science is good for? And then, a rather typical constructivist paean: "Scientific inquiry is the foundation for the development of content and processes of science that enable students to construct their own knowledge." Such "knowledge," presumably, as the basic history of life on Earth, the constancy of the velocity of light, or the strangely systematic succession of elemental chemical properties in the context of atomic structure? Not very likely.

"Snapshots in action" are revealing. An example, for grade 4: "Ms. Drip helps students understand the changes in physical states of matter using water as an example. Students observe snow melting and becoming a liquid. Then by heating the liquid, it becomes liquid." A reviewer: "Does no one proofread anymore?"