



Certification Page Regular and Emergency Rules

Revised August 2023

Emergency Rules (Complete Sections 1-3 and 5-6)

Regular Rules

1. General Information

a. Agency/Board Name* Education, Dept of		
b. Agency/Board Address 122 W. 25th Street, Suite E200	c. City Cheyenne	d. Zip Code 82002
e. Name of Agency Liaison Laurie Hernandez	f. Agency Liaison Telephone Number 307-777-3469	
g. Agency Liaison Email Address laurie.hernandez@wyo.gov		h. Adoption Date 05/16/2024
i. Program General Agency Board and Commission Rules		
Amended Program Name (if applicable):		

* By checking this box, the agency is indicating it is exempt from certain sections of the Administrative Procedure Act including public comment period requirements. Please contact the agency for details regarding these rules.

2. Legislative Enactment

For purposes of this Section 2, "new" only applies to regular (non-emergency) rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these non-emergency or regular rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

No. Yes. If the rules are new, please provide the Legislative Chapter Number and Year Enacted: Chapter: Year:

3. Rule Type and Information

For purposes of this Section 3, "New" means an emergency or regular rule that has never been previously created.

a. Provide the Chapter Number, Title* and Proposed Action for Each Chapter. Please use the "Additional Rule Information" form to identify additional rule chapters.

Chapter Number: 10	Chapter Name: Wyoming Content and Performance Standards	<input type="checkbox"/> New <input checked="" type="checkbox"/> Amended <input type="checkbox"/> Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Amended Chapter Name (if applicable):		
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Amended Chapter Name (if applicable):		

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. No. Yes. N/A

b. A public hearing was held on the proposed rules. No. Yes. Please complete the boxes below.

Date: 03/05/2024	Time: 4:00	City: Virtual	Location: https://bit.ly/3vR736I
---------------------	---------------	------------------	--

5. Checklist

a. For regular rules, the Statement of Principal Reasons is attached to this Certification and, in compliance with *Tri-State Generation and Transmission Association, Inc. v. Environmental Quality Council*, 590 P.2d 1324 (Wyo. 1979), includes a brief statement of the substance or terms of the rule and the basis and purpose of the rule

b. For emergency rules, the Memorandum to the Governor documenting the emergency, which requires promulgation of these rules without providing notice or an opportunity for a public hearing, is attached to this Certification.

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct. By electronically submitting the emergency or regular rules into the Wyoming Administrative Rules System, the undersigned acknowledges that the Registrar of Rules will review the rules as to form and, if approved, the electronic filing system will electronically notify the Governor's Office, Attorney General's Office, and Legislative Service Office of the approval and electronically provide them with a copy of the complete rule packet on the date approved by the Registrar of Rules. The complete rules packet includes this signed certification page; the Statement of Principal Reasons or, if emergency rules, the Memorandum to the Governor documenting the emergency; and a strike and underscore copy and clean copy of each chapter of rules.

Signature of Authorized Individual	<i>Bill Lambert</i>
Printed Name of Signatory	Bill Lambert
Signatory Title	State Board of Education
Date of Signature	05 / 16 / 2024

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

Governor's Signature	
Date of Signature	

CHAPTER 10
WYOMING CONTENT AND PERFORMANCE STANDARDS
STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i).

After careful consideration, and with support from members of the Standards Review Committee and input from school districts and the public at large, the Board proposes revising the following state standards areas: Math, Science, Computer Science, Physical Education (PE), Health & Safety, and Fine & Performing Arts (F&PA).

In October 2022, the State Board of Education (SBE) passed a resolution to reduce the standards load and have educator committees identify a more focused set of standards. Before convening the audit committee, the SBE surveyed the districts on locally prioritized math and science standards. At the same time, the math and science Standards Review Committee (SRC) members were surveyed on standards they selected as priority standards.

An audit of the Math and Science Standards was completed in January 2023. No edits were made to the text of the then currently adopted standards and codes remained as they were to reduce the need to change those in district systems already in place. In February, the focused set of standards were reviewed by the Curriculum Director's Advisory Committee (CDAC) to ensure proper learning progressions were in place and to make any recommendations to the SBE. The proposed Math and Science Standards and CDAC recommendations were presented to the SBE at their February 2023 meeting. The result of the audit was a 61% reduction in K-12 Science Standards and 64% in K-12 Math Standards.

An audit of the Standards for PE, Health, Fine & Performing Arts, and Computer Science was conducted in April-May 2023. The audits stemmed from the following standards documents, of which the first three were the work of a recent Standards Review Committee which were not approved by the SBE. The following documents are found on the WDE [Standards Review page](#).

1. Proposed 2021 PE Standards
2. Proposed 2021 Health Standards
3. Proposed 2022 F&PA Standards
4. Adopted 2020 Computer Science Standards

The SBE also directed the Health Audit Committee to create a suicide prevention standard to be added to the middle school and high school grade bands. The newly proposed set of standards was presented to the SBE at their June 2023 meeting [see [Memo Update on Audit Work](#)]. The SBE voted to proceed with public input and requested public input from the audits be reviewed by the Curriculum Director's Advisory Committee (CDAC) for final recommendations to the SBE. The result of this set of audits was a 76% reduction in Computer Science Standards, 52% in PE, 57% in Health, and 89% in F&PA.

Following the work of the committee for each content area, the Department collected public input through separate online surveys. The Department also hosted virtual public meetings to inform the public and to gather feedback from the public for the Board's consideration when voting whether to adopt the proposed Content and Performance Standards. Informal public input was collected through online surveys for each content area as follows:

1. Math and Science – March 27-April 20, 2023, with 207 responses. [See June 15, 2023 SBE [Memo on Public Input](#) on the Proposed Math and Science Standards.]

2. Computer Science, PE, Health, and F&PA – July 12-September 3, 2023 with 107 responses. [See September 18, 2023 SBE [Memo on Public Input](#) on the Proposed Computer Science, PE, Health, and F&PA Standards.]

At the SBE’s December 21, 2023 meeting, after hearing public testimony and considering the public input collected, the Board voted to propose amending Ch. 10 rules on standards and proceed with the rules promulgation process.

The Department provides additional information during the rules promulgation process to point out to the public what, specifically, is being changed when amendments are proposed. For example, in this case, the Department points out that the six content areas referred to in this Statement are being changed, as seen in the proposed Chapter 10 Rules in Section 3(e)(vii)-(xii).

The Board previously revised the process for compiling public comments to more adequately inform the Board of the nature of the comments and the reasons for either adopting or rejecting the comment. This process includes articulating comments separately even if they were part of a single submission that addressed several topics, grouping substantially identical comments together with a single response, and organizing the comments and responses into comment, discussion, and changes sections. These changes should make it easier to understand the comments received and the agency's response to those comments. Comments received in this rulemaking will be addressed accordingly.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department’s statutory authority. No part of this action should be interpreted as an attempt to dictate curriculum at the local or state level.

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
1/31/2024 18:51:51	Amy Sommerfeld	Laramie	asommerfeld@acs1.org	Other: Why are there not proposed standards for counselors?	1	These standards have been discussed year after year, when are you going to help school counselors with State Standards by developing a group of school counselors from WYSCA to help implement standards to connect to our evaluations, that gives us no voice and we are the voice for many.	Thank you for your comment. The comment is referring to an area that was not being reviewed for public comment. No change requested.
2/1/2024 8:41:11	Jon Ostling	Hanna, WY	3073256119	Proposed Chapter 10 Rules on Wyoming Content & Performance Standards, Proposed 2023 Science Standards, Proposed 2023 Math Standards, Proposed 2023 Computer Science Standards, Proposed 2023 Physical Education Standards	2	document 1- content and performance standards, math, science, computer science, PE.- this comment can be made throughout other documents also, so I will make it once. We say these are standards of which students will be measured. However, how are the standards measured. NCES provides the measure for states scores against other states, and also the measure of districts within each individual state. So a student could excel and accomplish at these ascribed standards however, without the testing and measure against other more successful scoring states or countries, these are not allowing students to compete in the world. A good example is at our local school a number of students go to college just to drop out. One can say it's for any number of reasons, which would include poor standards which do not allow our students to excel . NOTE: NCES also allows for the measure of the USA scores against the World Countries. And last time I check, the USA was in the top 25, number 25 for English, and not in the top 100 for Math, Science, etc. An excellent and simple example of a program used by the Asians is Kumon Math. I will say that way back in the 70s our Math Teacher had self paced math instruction for our class of over 20. Folks say it can't be done, well our teacher did it for years, everyone learned at their level. Novel concept. I am also a proponent of funding schools to meet standards in test scores. One should analyze or benchmark other countries, their curriculum, and what has happened over the past 50 or more years to create test scores so low in the USA. When I was in school the USA tested within the top 5 in all the previously mentioned categories. I understand part of the issue, homework, there isn't literally any, and teachers. However, how much time in the classroom is truly productive? The results, testing, completion of college, successful lives, bench-marking, etc. Which of these or others will the standards be held to so the snowball going down the hill doesn't continue to it's eventual crash and obliteration. I see very little accountability to the public by our school district, the spending is frivolous, schools - pretty new, which were built sitting vacant instead of combining schools to product better results, this ended up robbing teaching staff. Vehicles over 15 sitting behind the two local schools. Where is the accountability, are things just running amuck? Folks say things are pushed to the local level but when that fails, where's the checks and balances? Thank you for your time, sorry for the diatribe. Regards, Jon	Thank you for your comment. No change requested.
2/1/2024 14:09:36	Tish Cooper	Sheridan	tcooper@sheridan1.org	Proposed 2023 Science Standards	3	The proposed standards are both comprehensive and reasonable enough for us to teach and students to interact. The focused load is such that kids can actually learn the material not just memorize for a test. My only concern is that there is no mention of numbers in science being learned with respect to communicating as global citizens. I realize it's intended to be integrated into everything else but the importance of the skill over-arches everything else from my perspective and as such deserves validation.	Thank you for your comment. No change requested.
2/2/2024 10:02:10	Kati Fink	Lovell	kati.fink@bgh4.k12.wy.us	I have no comments on any of the above documents	4	Reducing the standards will help the teachers focus on the important aspects and be able to encourage students to improve in specific areas. This will reduce stress on teachers and students.	Thank you for your comment. No change requested.
2/2/2024 15:12:35	Clare Rutar	Pinedale	crutar@sub1.org	Proposed 2023 Science Standards	5	There are maybe 2 or 3 standards on this list that are actually going to be cut from the curriculum with this change. There are many that are on the list to be cut, but they are still required to be taught in order for the students to have a well-developed understanding of the topic. For example, MS-LS1-1 is proposed to be cut - Conduct an investigation to provide evidence that living things are made of cells; either one cell or many MS-LS1-2 Develop and use models to describe the parts, functions, and basic processes of cells. In order for the students to care, understand, or even know what cells are, they need to have an idea that all things are made of cells. In order to complete MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells, the students need to understand and have background knowledge about how living things are made of one or many cells and that there are different types. While I sincerely appreciate the efforts to cut down on the requirements, I do not think it will have as much impact as it looks on paper. In fact, in many of the meetings I have with science teachers, they mention that they will still teach things very similar to before.	Thank you for your comment. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students. No change.
2/5/2024 13:14:22	Maria Schiffers	Kinnear	mschiffers@fre6.k12.wy.us	Proposed 2023 Math Standards	6	I am so happy to see these standards broken down and weeded out. The 9-12 standard quotient will make it so much easier for a teacher to track and make sure they are the priority standards. Thank you for taking the time to sit down and help out teachers like me.	Thank you for your comment. No change requested.
2/5/2024 15:22:40	Michael Jaycox	Powell	MDJaycox@pcs1.org	Proposed 2023 Fine & Performing Arts Standards	7	I really like how these have been re-structured, especially connect. I always felt historical context was a standard that I just touched with no real guidance to make it applicable to students. I love how the standard is now the verb to give teacher more direction about how to use them. Thank you for all the hard work!	Thank you for your comment. No change requested.

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
2/6/2024 7:42:34	Allison Bolgiano	Pinedale	3 Stock Driveway	Proposed Chapter 10 Rules on Wyoming Content & Performance Standards	8	I am happy the state plans on reducing the caseload/standards, for both teachers and students. I only wish the same was happening for language arts/reading. Kindergarten standards are not developmentally appropriate and NEED to be changed. Because of this, I will be sending my 5 year olds to Kindergarten and will wait until they are 6. I also encourage some research behind what Finland is doing. The podcast 'Boys Adrift' is a well researched podcast explaining how the American education system is failing - I encourage you all to take a listen. We must do better for the next generation.	<p>Thank you for your comment.</p> <p>The comment on language arts/reading is referring to an area that was not being reviewed for public comment. The ELA standards are next to be reviewed.</p> <p>No change requested.</p>
2/7/2024 12:46:30	Sam Kramer	Evanston	skramer@uinta1.com	Proposed 2023 Fine & Performing Arts Standards	9	The Proposed Fine and Performing Arts standards are not an improvement over the current standards. They are vague and over simplified. I do not support the proposed standards.	<p>Thank you for you comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work with the standards broken out by disciplines (Music, Visual Arts, etc.) will be available for educator use.</p> <p>No Change.</p>
2/7/2024 12:51:48	Doug Quillinan	Evanston	dquillinan@uinta1.com	Proposed 2023 Fine & Performing Arts Standards	10	Fine Arts Standards. I fail to see how this is an improvement. What is the reasoning behind this and where are the Elements and Principles of Art and Design???	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change Requested.</p>
2/7/2024 14:17:43	Monte Else	Lander	monteelse@hotmail.com	Proposed 2023 Math Standards	11	<p>Overall, I think the reduction of standards is very good and will be good for Wyoming education. Specifically, the math reduction has been done very well to what was most essential and included good scope and sequence standards for K-12. I have taught high school math in Wyoming for over 15 years and been in education for about 20 years.</p> <p>I do think that the 9-12 Math standards could be reduced further if we are talking about what every student should learn (know) and demonstrate proficiency on (be able to do) to earn credit in a high school math course or graduate, especially referencing 21st century skills. I would propose reducing math standards N.CN.7, A.APR.3, A.REI.2, A.REI.3, A.REI.4, A.RE.7, F.IF.7b-F.IF.7e, F.BF.3, G.CO.8 (because we have G.SRT.5), G.C.5 (add back in G.CI.2), S.CP.1. So, I would reduce by 10 more standards and I would add back in one math standard of G.C.2.</p>	<p>Thank you for your comment.</p> <p>The standards audit committee carefully deliberated in its effort to reduce standards. The committee concluded that all proposed standards were necessary for learning progression.</p> <p>No Change.</p>
2/7/2024 14:52:02	John pawleska	Green river	Comp_pawleska_t@hotmail.com	Proposed Chapter 10 Rules on Wyoming Content & Performance Standards, Proposed 2023 Science Standards, Proposed 2023 Math Standards, Proposed 2023 Computer Science Standards, Proposed 2023 Physical Education Standards, Proposed 2023 Health & Safety Standards, Proposed 2023 Fine & Performing Arts Standards	12	Are you really going to reduce these requirements. Seems to me you are catering to the kids who don't want to be in school at the expense of the kids looking to get an education. We don't want to put out young adults who can't function in the real world. I think that is where our superintendent is coming from. You need to step back and start thinking about our kids not your political position. We should be pushing our kids to get better educated instead of putting out a flock of dumb young adults. You're not listening to the teachers. You're just furthering your political agenda. I'm getting to really hate having the Republican Party trying to push their agenda on our kids as well as myself. When election time comes I hope the American people are smart enough to get rid of the people who keep trying to take our rights away from us and stop telling us how we need to live. Enough is enough leave our kids out of your political agenda.	<p>Thank you for your comment.</p> <p>The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The State Board of Education are dedicated to selecting and emphasizing rigorous state standards. This process has resulted in fewer standards, but is not intended to result in decreased rigor.</p> <p>No change requested.</p>
2/7/2024 16:06:27	Deb Dncan	Sheridan Wyoming	trmsdd@sh Sheridan.k12.wy.us	Proposed 2023 Math Standards	13	As a fifth grade teach, I am concerned about the traditional algorithms for division and multiplication being excluded from 5th grade. Although there are other ways to teach decimal multiplication and division, the traditional algorithm seems to be the most logical way as the students progress to the middle level.	<p>Thank you for your comment.</p> <p>Districts build their curriculum to meet the needs of their students. Teachers can choose all appropriate methods to meet the standards.</p> <p>No change requested.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
2/9/2024 16:33:35	Cristy Anspach	Pinedale	cristyanspach@gmail.com	Proposed 2023 Fine & Performing Arts Standards	14	As an elementary art teacher who served on the committee to write the original version of the FAPA standards, I am in support of the proposed version.	Thank you for your comment and your service on the committee. No change requested.
2/11/2024 20:43:06	Jennifer Woodworth	Cheyenne	Jenbug122@aol.com	Proposed 2023 Computer Science Standards	15	As a teacher of computer science this reduction makes more sense for my classroom.	Thank you for your comment. No change requested.
2/12/2024 12:38:56	Corey Hamrick	Sheridan	corey.hamrick@scsd2.com	Proposed 2023 Physical Education Standards	16	Is there a better term we could use for "self-expression" in standard 3.5. What does self-expression mean in this instance?	Thank you for your comment. This term was in the 2014 Physical Education Standards. The definition of self-expression is how an individual chooses to display their particular personality to others. No change.
2/15/2024 14:27:17	Lindsay Adam	Pinedale	linzsmith@gmail.com	I have no comments on any of the above documents	17	I trust the experts in each field to be able to narrow down what the most essential standards are for students to learn and to give teachers freedom within the form to educate students in a variety of ways. I also fully support a reduction of standards in all content areas.	Thank you for your comment. No change requested.
2/19/2024 16:51:23	Rachel Peters	Lander, WY	Rachelhusbyn@gmail.com	Proposed 2023 Math Standards	18	My comment is on the general Math standards proposal document, particularly focused on high school mathematics. I am concerned that we are reducing statistics and geometry quite a bit when those often help students understand the world around them and leaving in algebra heavy concepts like imaginary numbers that have little relevance. However, none of the high school standards reductions mean anything if we are still using the ACT as the summative test for high school students. The content on that test is a mile wide and an inch deep and it doesn't matter how Wyoming reduces standards for teachers; if the test doesn't change teachers will still feel enormous pressure to teach everything that the ACT covers so this entire process is meaningless for our high school teachers.	Thank you for your comment. The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. This process has resulted in fewer standards, but is not intended to result in decreased rigor. Districts build their curriculum to meet the needs of their students. The ACT test is administered to all juniors; however, WY-TOPP assessments in grades 9 and 10 are the state summative assessments and are aligned to the Wyoming Standards. No change.
2/26/2024 15:18:52	Weston Lamb-Costantino	Rock Springs	lambw@sw1.k12.wy.us	Proposed 2023 Fine & Performing Arts Standards	19	These standards have been reduced to drastically. 89% reduction from the PROPOSED 2022 standards. Those proposed standards were a complete change from the past standards and were never approved by the state. The standards are too trimmed down. The baby was thrown out with the bath water. K-2 Performing Arts standards will be 4 sentences with low depth of knowledge and next to impossible proficiency indicators. Generate and conceptualize artistic ideas and work. (How do you assess generate? Is it just the act of participating in art?) Select, analyze, and interpret artistic work for presentation. Perceive and analyze artistic work. (How do you assess perceiving art?) Synthesize and relate knowledge and personal experiences to make art. This process has been too rushed and these standards open the gates to allow districts to completely remove their fine and performing arts programs. This reduction is not good for students and is not good for fine arts programs throughout the state.	Thank you for your comment. The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students. The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use. No change requested.

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
2/29/2024 7:29:03	Theodore Bischoff	Rock Springs	bischofft@s w1.k12.wy. us	Proposed 2023 Fine & Performing Arts Standards	20	My comment is for all K-2 Fine and Performing Arts Standards. The standards are very basic and are not very specific towards what students at each grade level should be able to accomplish through the education process. I have another comment for Fine and Performing Arts Standard R1. "Perceive and analyze" are not appropriately assessable verbs and therefore can not be used to measure student progress. My last comment is for all 6-12 Fine and Performing Arts Standards. While the standards vaguely describe what the "proficient" student should be able to do, there is no mention of what either the "less than proficient" or "expert" students are able to do.	Thank you for your comment. The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students. The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use. The Performance Level Descriptors (PLDs) for below basic, basic, proficient, and advanced will be included in the F&PA Standards with PLDs document. No Change.
3/4/2024 9:52:07	Dan Bodtke	Byron	dbod509@g mail.com	Proposed 2023 Science Standards, Proposed 2023 Computer Science Standards	21	HS-ETS1-3 contains "aesthetics" which is subjective and not applicable to engineering due to lack of rigor. This belongs in Fine Arts. HS-ETS1-3 contains "social, cultural" impacts, these impacts are nebulous and can not be directly measured and thus are not applicable to engineering due to lack of rigor. These belong in Social Sciences. Note that environmental impact can be measured and is applicable to engineering design. L1.IC.SLE.03 contains "Social implications" which is nebulous and can not be directly quantified during software development. This belongs in Social Sciences for philosophical discussion. L1.IC.SLE.04 contains "Social impacts" which is nebulous and can not be directly quantified during software development. This belongs in Social Sciences for philosophical discussion.	Thank you for your comment. The audit committee was tasked with auditing the current standards, but not editing the text of them in these content areas. Since there were no edits made during the audit review, the standards will remain as created by those previous committees. No Change.
3/4/2024 15:39:43	Carisa French	Cody	cfrench@bg h2.org, 435- 340-0571	Proposed 2023 Fine & Performing Arts Standards	22	The proposed Fine and Performing Arts standards are too basic. Wyoming has long been proud to hire certified music educators. The current standards are basic enough, but leave creativity to those of us who are highly qualified. The proposed basic standards are too broad, and can be interpreted by any teacher qualified or not, to do whatever assignment they can think of. This will be damaging for music education in the state. Students need highly qualified music educators, with more specific standards, to ensure high levels of achievement.	Thank you for your comment. The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students. The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use. No Change.
3/4/2024 16:11:09	Elin Mayo	Gillette	elinsmayo@ gmail.com	Proposed 2023 Fine & Performing Arts Standards	23	The proposed fine and performing arts standards are so vague they will provide no guidance to teachers. I feel by combining the modalities of making the arts is doing a disservice to our students.	Thank you for your comment. The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students. The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use. No Change.

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/5/2024 10:30:12	Cara Sommers	Casper Wyoming	cara7838@myncd.org	Proposed 2023 Fine & Performing Arts Standards	24	After looking at the proposed standards 2023 Fine Arts and Performing Arts update, I've noticed that they are very scant. There are no substance to these standards. They are extremely vague and broad. This needs to be revised as soon as possible. I do not approve of the new proposed 2023 Fine Arts and Performing Arts Standards update.	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>
3/5/2024 10:41:46	Leah Hoblit	Casper	lhoblit@gmail.com	Proposed 2023 Fine & Performing Arts Standards	25	These standards are very vague and diminish the complexity and value of music education in a student's overall education. Currently districts are working hard in PLC's to align curriculum, common assessments and build unified learning targets. However, these standards would make this work almost impossible because they are open to a variety of interpretations. In my opinion, they have been written so that a certified teacher isn't required to teach music. While music is fun, it also serves to aid students in literacy and math skills. These standards do not allow for that. I would like to see our current standards, including musical literacy, incorporated back into the new standards.	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>
3/5/2024 10:44:50	Victoria Crossan	Farson, Evanston	crossanv@sw1.k12.wy.us	Proposed 2023 Fine & Performing Arts Standards	26	<p>My comment is on the Proposed 2023 Fine and Performing Arts standards. Reducing our standards by almost 90% could reduce the support for and subsequently potentially the quality of our programs, which would be a huge detriment to our students and communities. These are so brief and vague that many essential skills are left out, and they read as though this is not viewed as a priority. It seems like a quickly assembled collection of buzz words without much content. Were experienced fine arts educators included in the creation of these standards? Instruments are not even mentioned, which could impact our budgets for these important learning tools.</p> <p>The categories are solid as a starting point, but under those, we must have specific standards for choral music, band, elementary music, etc. Skills such as music literacy, sight reading, and healthy technique (posture, breathing, support, etc.) are incredibly important and cannot be left out.</p> <p>Research shows that music is absolutely vital for all students to develop and meet their full potential. It is also a phenomenal way to organically offer SEL in our education system. High quality and rigorous music education sets students up for success in all of their other classes and on into their lives. The statistics show this consistently. We cannot lose this, and reducing our standards this drastically while entirely eliminating key factors puts that at risk.</p> <p>We need to ensure our standards reflect the importance of music education and provide a framework for a high standard of excellence in all programs. I appreciate the effort to give teachers more flexibility, but this goes way too far - we need structure for the musical non-negotiables. Lowering expectations and subsequently cutting support and funding for music programs is not the way to improve our students' performance in school overall - the opposite is much more likely.</p> <p>Beyond that, please do not underestimate the importance of music programs in terms of quite literally keeping students alive. Wyoming's suicide rate is alarming, and for some students, their fine arts program is the main thing that keeps them going. Please do not minimize the importance of not just requiring the programs exist as electives, but requiring robust, supported programs with high standards - this is what makes them effective for students.</p> <p>Please review extensive research on the value of high-quality music education here: https://docs.google.com/document/d/1kBOORPbZe52AKMydh9VgFbniswdsrgdw76MWjJHNhuM/edit?usp=sharing</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees, consisting of content experts, were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/5/2024 11:21:30	Jacinda Wilson	Dubois, WY	jwilson1@fr emont2.org	Proposed 2023 Fine & Performing Arts Standards	27	<p>My comment is on the proposed 2023 Fine and Performing Arts Standards. I am concerned at the lack of detail in these standards. They appear to be the basic outline for the standards, but lack depth and details, leaving them very open to individual interpretation. I look forward to updated standards, but would prefer standards that have been created to provide greater clarity to what I do, not less. The document I viewed a few years ago, notwithstanding that it was done by non-sanctioned persons, was a lot closer to what I would expect to see in a document outlining the standards for my subject, and I am disappointed to see the lack of clear, meaningful standards in the current proposal.</p> <p>I do appreciate that the standards are organized in groups where I would organize them (grades K-2, 3-5, 6-8, and 9-12). I would like to see that continued, just with more clarity as to what exactly is expected of students in these subgroups for the Fine and Performing Arts.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees, consisting of content experts, were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>
3/5/2024 16:08:17	Tony Sawyer	Sheridan	tony. sawyer@sc sd2.com	Proposed 2023 Fine & Performing Arts Standards	28	<p>The Fine Arts doesn't specify what type of arts, like music or drama. It is so vague that it is difficult to align and justify the things that we need to accomplish for student learning. For example in music we need to teach rhythm and note names, there doesn't seem to be a suitable category for a knowledge base that is required to apply knowledge and skills (like note reading, rhythmic reading) to perform and present a work. Not having any specificity like music, drama, art essentially says that it's not important in schools, this worries me.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>
3/6/2024 15:58:50	Tara Droppers	Rock Springs	dropperst@ sw1.k12.wy. us	Proposed 2023 Fine & Performing Arts Standards	29	<p>My comment is on the Proposed 2023 Fine Arts & Performing Arts Standards as an overall observation: These proposed standards are too generic. We are combining multiple groups and arts into one and it makes the wording very confusing. What specifications are we asking for students to generate, organize, and refine artistic work? We are pulling TOO much out of these. Even if a district doesn't have a hired music or art teacher, putting specifics to divide these two are not hard asks. "Generate artistic work" -- art: can create designs to create pictures; Music: learn how to sing a song / learn how to write or improvise their own rhythms. Even in a general classroom, a teacher should be able to help students accomplish these broken down skills.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/8/2024 19:36:24	Michael Adams	Pavillion	Boneman008@gmail.com	Proposed 2023 Fine & Performing Arts Standards	30	<p>Fine and Performing Arts FPA. C1, C2, C3 By my understanding when reading this, it is the boards' desire that all students in music programs conceive and produce music through composition to a proficient level?</p> <p>If this is true, I am concerned that there may be a misunderstanding of how much that will negatively affect the production of music in our programs around the state. To spend enough time to teach composition skills to the point of being "proficient", we would need to completely change our performance classes to composition classes. We would lose all, or nearly all, music classes in our state at the MS and HS levels. We simply don't have time to make kids proficient in composition when we are geared towards performance of knowledge and skills. If a school can have composition classes alongside performance classes... then that would work. But there are precious few schools large enough who MIGHT be able to pull that load or have a community willing to support it.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>
3/8/2024 20:20:23	Michael Adams	Pavillion	Boneman008@gmail.com	Proposed 2023 Fine & Performing Arts Standards	31	<p>Fine and Performing Arts CO1 and CO2</p> <p>As a teacher of band, drum-line and guitar things, we do go through historical and cultural connections when learning a piece of music. However, I don't do this for assessment purposes, but to increase the value of the skills and to create understanding of how certain types of music should be played to be accurate. If this is what you are promoting with this standard (which seems fuzzy to me) then great! However it seems tied in with the standard C1, C2 and C3 which seems more on the "book learning" and composition end of things. If so, this may become counter productive to the performing and rehearsing aspects of nearly all music programs in our state. Once we get into the assessment aspect, we start running into the problems.</p> <p>If this is now to be assessed as a standard I feel that I would have to change my classes at least a good part of the year to make certain there was a defined understanding in my students on how to both express themselves in both playing and composition, as well as to make that history and/or cultural connection. This presents a host of additional issues and should be discussed in a different manner.</p> <p>One more standard of concern:FPA-P1 Only one thing about this concerns me. Except in specific circumstances, it is the duty of the instructor to select the work for the groups. Definitely not the students' responsibility! That's a good way to cause a fight in a group. Only in the cases of a student director would I want or allow that student's choice on a piece for the group. I would probably have given them a limited selection to choose from. But that is leadership training. The only other circumstance where it would be appropriate for a student to choose the music would be if they are playing in a small group or as a soloist. That does not affect everyone in the class and is therefore not assessable for the entire class.</p> <p>Hopefully this was helpful. I tried to research who was working on this, but couldn't find anyone who has the actual music educator background. So, if I am wrong, I apologize. But, please know that music curriculums are very different from STEM type of classes , even when they enter the realm of the arts. You just cannot treat them the same way and expect good things to happen.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The Proposed 2023 Fine & Performing Arts Standards are based on the National Core Arts Standards. Previous committee work on the F&PA standards, broken out by disciplines (Music, Visual Arts, etc.), will be available for educator use.</p> <p>No Change.</p>
3/11/2024 6:03:09	Brenda Bosco	Casper	brenda500@myncsd.org	Proposed 2023 Science Standards, Proposed 2023 Math Standards, Proposed 2023 Computer Science Standards	32	<p>I am an elementary school teacher. I agree with and support the updated Science, Math, and Computer Science Content & Performance Standards. Science and math are much more manageable and obtainable by Wyoming's fourth graders. It will help teachers focus more on rigorous teaching and expectations. CoSci will be with some training for staff.</p>	<p>Thank you for your comment.</p> <p>No change requested.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/15/2024 14:46:13	AnnMarie Mickle	Sundance	annmariemickle@gmail.com	Proposed 2023 Science Standards	33	<p>on several of the Proposed 2023 Science standards.</p> <p>MS-LS4-1 Thank you for including the word "assumption" in the wording of this standard. I would recommend even putting it in italics or underlining it to emphasize that it is indeed assumed that natural processes operate today as in the past.</p> <p>MS-LS4-6 This standard assumes that natural selection is an observable, repeatable phenomenon. Also, being that nature is not an intelligent entity, nature is unable to select anything. With the ever-increasing bank of knowledge about genetics and trait expression, MS-LS4-4 is a better standard for covering observable variation in traits and survival of individuals and populations. Another suggestion is to reword MS-LS4-6 as follows: Use mathematical representations to support explanations of how genetic expression may lead to increases and decreases of specific traits in populations over time. It seems that HS-LS1-1, HS-LS1-2, and HS-LS1-4 provide essential foundational knowledge in how organisms function. Please consider including them in the final set of high school science standards.</p> <p>HS-LS4-2 This standard assumes that the theory (hypothesis?) of evolution is an observable, repeatable fact. Consider adding the word "theoretical" before the word "evolution". (Ideally, a standard would be added that provides for the comparison of evidence for and against biological evolution.)</p> <p>HS-LS4-5 Please consider adding the word "hypothetical" before the word "emergence".</p> <p>HS-ESS1-2 Wording needs to be added emphasizing that the Big Bang is just a theory and that it does not explain the origin of matter, energy, or the laws of physics. It also assumes that the explosion of matter creates an orderly cosmos, in contradiction to the second law of thermodynamics.</p> <p>HS-ESS1-5 Please add the word "proposed" or the word "assumed" before "ages." Current wording suggests that the exact ages of crustal rocks are known. Given variations in rock dating methods, there is debate about crustal rock ages.</p> <p>Thank you for the opportunity to provide comment, and for all of the work that various entities have performed to reduce the number of standards and to collect public input.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The audit committee was tasked with auditing the current standards, but not editing the text of them in these content areas. Since there were no edits made during the audit review, the standards will remain as created by those previous committees.</p> <p>No Change.</p>
3/16/2024 5:30:57	Aileen Brew	Lander	aobrew@gmail.com	Proposed 2023 Science Standards	34	<p>Science standard MS ESS32-1-4 and science standard MS ESS3-3 lack any mention of global climate change. The scientific consensus of global climate scientists is that human-caused activity, specifically the burning of fossil fuels, is changing our climate in profound and critical ways. These students will face a very different reality due to these changes and they need to understand the consequences and implications of our current energy use strategies.</p> <p>Science standards LS2 HSL2 6-7 contain the same ambiguity when discussing energy flow in ecosystems. HSESS2-4 is the only place in the standards in their entirety that refers to "changes in climate". We talk about preparing our students to be thoughtful and productive citizens. Ignoring the realities of climate change - easily observable in real time - is not adequate preparation. It is a deliberate omission of critical scientific research and knowledge that our Wyoming students need to understand.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>The audit committee was tasked with auditing the current standards, but not editing the text of them in these content areas. Since there were no edits made during the audit review, the standards will remain as created by those previous committees.</p> <p>No Change.</p>
3/19/2024 9:16:22	Jamie	Douglas	jmiller@ccsd1.org	Proposed Chapter 10 Rules on Wyoming Content & Performance Standards, Proposed 2023 Science Standards, Proposed 2023 Math Standards, Proposed 2023 Computer Science Standards, Proposed 2023 Physical Education Standards, Proposed 2023 Fine & Performing Arts Standards	35	<p>The reduction of standards will allow teachers to have more of an in-depth focus as they will have the opportunity to spend more classroom time meeting students where they are and more them toward proficiency and beyond. The efforts of this work are greatly appreciated!</p>	<p>Thank you for your comment.</p> <p>No change requested.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/19/2024 19:50:33	Jennifer	Cheyenne	Jcrock4@outlook.com	Proposed 2023 Math Standards, Proposed 2023 Computer Science Standards	36	<p>Computer science needs to be much less in primary grades! The focus needs to be on reading, writing, and math. Adding these standards to a K-2 classroom is unrealistic and will take valuable time away from teaching kiddos to READ! Also, many districts are not retaining teachers that have Computer Science endorsements! Elementary teachers are already very pressed for time and adding more is asking too much!</p> <p>Math: happy to see fluency is being taken off as NO one can define fluent and everyone has different ideas about what it is and how to assess it.</p> <p>Definitely believe less is more, so glad to see some standards are being removed.</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>No change.</p>
3/20/2024 16:48:24	Julie Kocourek	Cheyenne	julie@wsba-wy.org	Proposed Chapter 10 Rules on Wyoming Content & Performance Standards	37	<p>Section 2(c)(i): I like that the content areas are presented in the same order as they appear in statute, however some of the parenthetical names present unnecessary confusion. For example, why include "(Fine & Performing Arts)" on line (E)? What does it add to the context? This doesn't seem to be appropriate in official rules. Same comment for line (H), which presents even more confusion with initials (ELA, SS), and inconsistent naming (Languages instead of World culture and languages). It is confusing and assumes the reader of the rules is intimately familiar with the content areas. Explanations such as where Humanities is embedded or the fact that there were legislative changes affecting the content names (lines J and K) belong in the Statement of Reasons, not in rules. Also, the lettering after item (K) is incorrect; the next two letters should be (L) and (M), not (N) and (O).</p> <p>Section 2(d): Should this include a reference to either the statute or rules (Chapter 31) that lay out the requirements of the District Assessment System?</p> <p>Section 3(a) and (b): Include the full year (2023), not just "23."</p> <p>Section 3(a)(iii)(A): Change the word "that" to "who" ("Elective content must be offered to all students WHO . . .").</p> <p>Section 3(e): Thank you for linking each content area to the actual set of standards rather than the WDE Standards Page. Linking to each content area is much more transparent and accessible to the general public.</p>	<p>Thank you for your comment.</p> <p>In Section 2(c)(i), the lettering matches statute that is referenced (W.S. 21-9-101). Sections 3(a) and (b) state the full four-digit year.</p> <p>No changes are needed in section 2 or 3.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/21/2024 17:56:05	Emil Eidin	Fort Collins	eeidin@uwyo.edu	Proposed 2023 Science Standards	38	<p>I believe that the proposed cut to the science standards is disproportionate and jeopardizes the education of K-12 students in Wyoming. As an assistant professor of secondary science education at the University of Wyoming, I had the honor of working and personally knowing some of the authors and designers of the Next Generation Science Standards (NGSS). I supported teachers across Michigan in adopting and implementing NGSS, and I currently do the same with my brilliant student teachers. This experience has given me a deep theoretical understanding of NGSS, as well as practical knowledge of how they are implemented in the classroom. There are three main reasons I oppose the decision to cut a significant portion of the standards.</p> <p>First, by cutting so much of the standards, you are taking away the spiral and circular character of the standards throughout K-12. This means you are preventing students from circling back to the same disciplinary core ideas at the next grade levels. The spiral process, in which the same disciplinary core ideas are designed to progress throughout the school years, has been a carefully considered process by the greatest minds in science education. By cutting so much, you are hindering students' learning progression and taking them 30 years back, where science is compartmentalized and topics are broken into small chunks of information that have no connection between them.</p> <p>Second, by cutting the standards, you limit teachers' access to ready-to-use NGSS curriculum units. These units are generally composed of or based on the three-dimensional unpacking of various performance expectations. Focusing on only some of the performance expectations might render many of the excellent materials developed by some of the country's great educators irrelevant to Wyoming teachers. Contrary to the intended goal of alleviating teachers' burdens, this decision will likely place further burdens on them, as they will have to put immense effort into scavenging materials that precisely fit the remaining performance expectations or spend hours developing their own. Furthermore, I did not see any strategy in this decision to support teachers through this change, which makes me even more skeptical.</p> <p>Third, there is no reference to the Nature of Science, which is an integral part of NGSS. How are students supposed to make sense of science if they do not have the epistemic foundations for understanding how scientific knowledge is produced?</p> <p>I strongly implore you to reconsider your decision despite the thought and effort that was put into it. I would be happy to put my experience and knowledge to good use for the future of Wyoming students and teachers (who are my students).</p> <p>Respectfully, Emil</p>	<p>Thank you for your comment.</p> <p>The State Board of Education (SBE) passed a motion on a Resolution at their October 2022 meeting which described their desire to reduce the standards. The audit committees were tasked with identifying the prioritized State Standards, to create a targeted, more focused set of standards that align with the SBE's Profile of a Graduate. The standards audit committee carefully deliberated in its effort to reduce standards and identify those most necessary for learning progression. The 2023 Proposed Standards are the prioritized State Standards. Districts build their curriculum to meet the needs of their students.</p> <p>No Change.</p>
2/1/2024	Rev. Carolyn Waldrop	Gillette, Wyoming	carolynsissor	General Comment	39 email	<p>I no longer have children in the school system.</p> <p>I am a 73 year old grandmother. My grandchildren live in other states.</p> <p>BUT, I tried to read your document and I ask myself, what has happened to our education system? It has become SO COMPLICATED!!</p> <p>Progress? I look at family and friends here and elsewhere, who have children in our school system and I cringe at what I see! Common Core???</p> <p>I don't expect you to respond, but I get back to 'reading, writing and arithmetic ' and true history of our nation.</p> <p>God help us we have, as a nation, become so intellectually progressive that we have lost all common sense.</p> <p>Respectfully, Rev. Carolyn Waldrop Gillette, Wyoming</p>	<p>Thank you for your comment.</p> <p>No change requested.</p>
2/1/2024	Ray Clanton	Casper, Wyoming	clantonray@	Proposed 2023 Science Standards	40 email	<p>I am a retired professional engineer who went to school at NCHS. I was always proud of my education. I substitute teach and I am concerned about what I see in schools. First the class hours are too long Kids can't pay attention for an hour and a half lecture. Also I would like to see energy literacy in the schools. Explain the advantages and disadvantages of each form or energy and the fact we need all forms. When you teach modeling make sure the students understand that models are not valid unless they can be history matched. Climate models are very complex and can't be history matched and therefore are invalid. Climate opinions should not be presented as fact. I do not believe lowering standards is a smart move. We need to maintain our reputation for producing good students in order to attract employers to Wyoming</p>	<p>Thank you for your comment.</p> <p>The audit committee was tasked with auditing the current standards, but not editing the text of them in these content areas. Since there were no edits made during the audit review, the standards will remain as created by those previous committees.</p> <p>No Change.</p>

Public Comment(Jan31-March 21, 2024) on Ch. 10 Rules & 2023 Math, Science, CS PE, Health, F&PA Standards_BZM (Responses)

SUBMITTED ON	NAME	TOWN	CONTACT INFO	SELECTED TO COMMENT ON	NUMBER	COMMENT	WDE-State Board Response
3/10/2024	Joe Gaspari	Saratoga	jgaspari@hotmail.com	Proposed 2023 Science Standards	41 email	<p>High School Science Standards: Climate Change – I am encouraged that something as far reaching as this subject is being addressed. The extent into everyday life that this subject will reach is phenomenal. From business regulations, cost of energy, intrusions into the very fabric of our freedoms, etc. However, there are two sides to this discussion on how much is man made and how much is natural. One of the traps scientists, and the public, can fall into is making the facts fit their theory. We need to equip our students with the facts, from both sides, allowing them to build their theory based upon these facts.</p> <p>Evolution – We need to ensure that our students are aware that this is a theory on the origin of man / world and that there are other theories available. I also question whether this is science or philosophy. Science is observation of facts based on experiments and observations, while philosophy is a belief accepted as authoritative by some group.</p>	<p>Thank you for your comment.</p> <p>The audit committee was tasked with auditing the current standards, but not editing the text of them in these content areas. Since there were no edits made during the audit review, the standards will remain as created by those previous committees.</p> <p>No Change.</p>
2/19/2024				Ch. 10 Rules	42 on Ch. 10 Rules Comment	I am in support of the changes presented to reduce the number of standards assessed. I would like our state to also consider the use of released items so that instructional practices and level of rigor can be matched across the state.	<p>Thank you for your comment.</p> <p>No change requested.</p>
----END----							

Chapter 10 Wyoming Content and Performance Standards

Section 1. Authority. These rules and regulations are promulgated pursuant to W.S. 21-2-304(a)(i), (ii), (iii), (iv), and (c).

Section 2. Definitions.

(a) “Common Core of Knowledge” (W.S. 21-9-101(b)(i)) means areas of knowledge each student is expected to acquire through the state standards at levels established by the state board of education.

(b) “Common Core of Skills” (W.S. 21-9-101(b)(iii)) means skills each student is expected to demonstrate at levels established by the state board of education. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge. This includes Problem Solving, Interpersonal Communications, Computational Thinking and Computer Applications, Critical Thinking, Creativity, and Life Skills, including Personal Financial Management Skills.

(c) “Content Standards” means the content knowledge and skills students are expected to know and be able to do by the end of the grade level or grade band. These standards are established for the Common Core of Knowledge and Common Core of Skills. The content areas for standards are aligned to the Common Core of Knowledge as follows:

(i) W.S. 21-9-101 Common Core of Knowledge

- (A) Reading/Language Arts (English Language Arts)
- (B) Social studies
- (C) Mathematics
- (D) Science
- (E) Fine arts and performing arts (Fine & Performing Arts)
- (F) Physical education
- (G) Health and safety
- (H) Humanities - Embedded within the ELA, SS, Languages, and

Fine Arts Standards.

- (J) Career and technical education (Career & Vocational Education)

- Changed in 2021 legislation and will reflect name change in the next standards review cycle.

- (K) World cultures and languages (Foreign Language) - Changed in

2022 legislation and will reflect name change in the next standards review cycle.

(N) Government and civics including state and federal constitutions pursuant to W.S. 21-9-102 - Embedded within the SS Standards.

(O) Computer science

(d) “Performance Standards” means the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade level or grade band. These specify the degree of understanding or demonstration of the knowledge or skills at the proficient level, describing how good is good enough.

(e) “Extended Standards” means standards for students with the most significant cognitive disabilities that show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. The term is interchangeable with the previous term “Standards Extensions.”

(f) “Elective” when describing Content Standards means all students must be offered the opportunity to take content area instruction within the indicated grade level or grade band.

Section 3. Uniform Student Content and Performance Standards.

(a) The State Board of Education incorporates the Wyoming Content and Performance Standards, revised on December 21, 2023.

(i) Content Standards are the state standards and cannot be further prioritized. Every student shall be offered the opportunity to learn these standards.

(ii) Performance Standards must be assessed through the district assessment system. Districts and teachers shall provide multiple opportunities to demonstrate proficiency and the appropriate and targeted supports for student success.

(iii) Districts shall provide content area instruction to all students within the indicated grade level or grade band, with the exception of those areas marked Elective.

(A) Elective content must be offered to all students that elect to take the content area coursework or program.

(B) Districts may choose how to offer elective coursework, but all Content and Performance Standards must be included in the series of courses or the educational program.

(iv) The table below outlines the content areas, by grade band, that have

Content Standards only (taught but not required to be assessed in the District Assessment System) compared to those that have Content & Performance Standards (taught and assessed in the District Assessment System). It also identifies those areas that are Elective.

Gr.	Math	Science	Health & Safety	PE	Fine & Performing Arts	Computer Science
K-2	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content Standards
3-5	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards
6-8	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content & Performance Standards Elective	Content & Performance Standards Elective
9-12	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards Elective	Content & Performance Standards Elective

(b) The Wyoming Content and Performance Standards, revised December 21, 2023 are available at the links below starting in section 3(e)(vii)-(xii) or for public inspection at the Wyoming Department of Education, 122 E. 25th Street, Suite E200, Cheyenne, WY 82002.

(c) The State Board of Education has determined that incorporation of the full text in these rules would be cumbersome or inefficient given the length or nature of the rules.

(d) The standards incorporated by reference in Section 3(a) do not include any amendments to or editions of the standards since the effective date of this rule.

(e) Uniform student content and performance standards are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) The 2012 Wyoming Language Arts Content Standards are available at <https://edu.wyoming.gov/downloads/standards/final-2012-ela-standards.pdf>.

(A) The 2014 Language Arts Performance Level Descriptors shall be the Wyoming Language Arts Performance Standards for the 2012 Wyoming Language Arts Content Standards. These ELA Performance Standards are found at <https://edu.wyoming.gov/wp-content/uploads/2018/10/2018-ELA-PLDs-Grade-3-10.pdf>.

(B) The 2014/2016 Wyoming Language Arts Extended Standards for

students with significant cognitive disabilities are available at https://edu.wyoming.gov/wp-content/uploads/2016/11/2014-16-FINAL-RECOMMENDED-ELA-EXTENDED-STANDARDS-K-12_November-2016.pdf.

(ii) The 2020 Wyoming Mathematics Extended Standards for students with significant cognitive disabilities are available at <https://edu.wyoming.gov/wp-content/uploads/2021/04/2020-Math-Extended-Standards-effective-4.7.21.pdf>.

(iii) The 2018 Wyoming Science Extended Standards for students with significant cognitive disabilities are available at <https://edu.wyoming.gov/downloads/standards/2018/Science-Extended-Standards-2018.pdf>.

(iv) 2014 with 2018 Additions Wyoming Social Studies Content and Performance Standards are available at https://edu.wyoming.gov/wp-content/uploads/2018/12/Social-Studies-Standards-20142018-additions_FINAL.pdf.

(v) 2013 Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on May 8, 2013 are available at https://edu.wyoming.gov/downloads/standards/2013_Foreign_Language_Standardsb.pdf.

(vi) 2014 Wyoming Career/Vocational Education Content and Performance Standards are available at https://edu.wyoming.gov/wp-content/uploads/2018/12/2014-CVE-WyCPS-FINAL_11.28.18sd_FINAL.pdf.

(vii) 2023 Wyoming Math Content and Performance are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Math-Ch.-10-WYCPS.pdf>.

(viii) 2023 Wyoming Science Content and Performance are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Science-Ch.-10-WYCPS.pdf>.

(ix) 2023 Wyoming Computer Science Content and Performance Standards are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Computer-Science-Ch.-10-WYCPS.pdf>.

(x) 2023 Wyoming Physical Education Content and Performance are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/PE-Ch.-10-WYCPS.pdf>.

(xi) 2023 Wyoming Health & Safety Content and Performance Standards are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Health-Ch.-10-WYCPS.pdf>.

(xii) 2023 Wyoming Fine & Performing Arts Content and Performance Standards are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/FPA-Ch.-10-WYCPS.pdf>.

Chapter 10 Wyoming Content and Performance Standards

Section 1. Authority. These rules and regulations are promulgated pursuant to W.S. 21-2-304(a)(i), (ii), (iii), (iv), and (c).

Section 2. Definitions.

(a) “Common Core of Knowledge” ~~(W.S. 21-9-101(b)(i))~~ means areas of knowledge each student is expected to acquire through the state standards at levels established by the state board of education. ~~(W.S. 21-9-101(b)(i)) This includes the ten content areas listed in subsection (e) and Humanities and Government and Civics.~~

(b) “Common Core of Skills” ~~(W.S. 21-9-101(b)(iii))~~ means skills each student is expected to demonstrate at levels established by the state board of education. ~~(W.S. 21-9-101(b)(iii))~~ These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge. This includes Problem Solving, Interpersonal Communications, Computational Thinking and Computer Applications, Critical Thinking, Creativity, and Life Skills, including Personal Financial Management Skills.

(c) “Content Standards” means the content knowledge and skills students are expected to know and be able to do by the end of the grade level or grade band. These standards are established for the Common Core of Knowledge and Common Core of Skills. ~~W.S. 21-2-304(a)(iii)~~ The ten content areas for standards are aligned to the Common Core of Knowledge as follows:

- ~~(i) — English Language Arts (ELA);~~
- ~~(ii) — Mathematics;~~
- ~~(iii) — Science;~~
- ~~(iv) — Social Studies;~~
- ~~(v) — Health;~~
- ~~(vi) — Physical Education;~~
- ~~(vii) — Foreign Language;~~
- ~~(viii) — Career & Technical Education;~~
- ~~(ix) — Fine & Performing Arts; and~~
- ~~(x) — Computer Science.~~
- (i) W.S. 21-9-101 Common Core of Knowledge
 - (A) Reading/Language Arts (English Language Arts)
 - (B) Social studies

(C) Mathematics

(D) Science

(E) Fine arts and performing arts (Fine & Performing Arts)

(F) Physical education

(G) Health and safety

(H) Humanities - Embedded within the ELA, SS, Languages, and

Fine Arts Standards.

(J) Career and technical education (Career & Vocational Education)

- Changed in 2021 legislation and will reflect name change in the next standards review cycle.

(K) World cultures and languages (Foreign Language) - Changed in

2022 legislation and will reflect name change in the next standards review cycle.

(N) Government and civics including state and federal constitutions

pursuant to W.S. 21-9-102 - Embedded within the SS Standards.

(O) Computer science

(d) “Performance Standards” means the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade level or grade band. These specify the ~~specific~~ degree of understanding or demonstration of the knowledge ~~and/or skills for a particular content standard at the proficient level,~~ describing “~~How good is good enough?~~” ~~Districts and teachers are expected to provide multiple opportunities to demonstrate proficiency on the performance standards through the district assessment system and to provide appropriate and targeted supports for student success.~~

(e) “Extended Standards” means standards for students with the most significant cognitive disabilities that show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. The term is interchangeable with the previous term “Standards Extensions.”

(f) “Elective” when describing Content Standards means all students must be offered the opportunity to take content area instruction within the indicated grade level or grade band.

Section 3. Uniform Student Content and Performance Standards.

(a) The State Board of Education incorporates the Wyoming Content and Performance Standards ~~2021-01, revised on December 14, 2021,~~ 2023,

(i) Content Standards are the state standards and cannot be further prioritized. Every student shall be offered the opportunity to learn these standards.

(ii) Performance Standards must be assessed through the district assessment system. Districts and teachers shall provide multiple opportunities to demonstrate proficiency and the appropriate and targeted supports for student success.

(iii) Districts shall provide content area instruction to all students within the indicated grade level or grade band, with the exception of those areas marked Elective.

(A) Elective content must be offered to all students that elect to take the content area coursework or program.

(B) Districts may choose how to offer elective coursework, but all Content and Performance Standards must be included in the series of courses or educational program.

(iv) The table below outlines the content areas, by grade band, that have Content Standards only (taught but not required to be assessed in the District Assessment System) compared to those that have Content & Performance Standards (taught and assessed in the District Assessment System). It also identifies those areas that are Elective.

Gr.	Math	Science	Health & Safety	PE	Fine & Performing Arts	Computer Science
K-2	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards	Content Standards
3-5	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content Standards	Content Standards
6-8	Content & Performance Standards	Content & Performance Standards	Content Standards	Content Standards	Content & Performance Standards Elective	Content & Performance Standards Elective
9-12	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards Elective	Content & Performance Standards Elective

(b) The Wyoming Content and Performance Standards ~~2021-01~~, revised December ~~14~~21, ~~2021-23~~ are available at the links below in section 3(e)(vii)-(xii) Wyoming Department of Education website at edu.wyoming.gov/Ch.10_2021-01 or for public inspection at the Wyoming Department of Education, 122 E. 25th Street, Suite E200,

Cheyenne, WY 82002.

(c) The State Board of Education has determined that incorporation of the full text in these rules would be cumbersome or inefficient given the length or nature of the rules.

(d) The standards incorporated by reference in Section 3(a) do not include any amendments to or editions of the standards since the effective date of this rule.

(e) Uniform student content and performance standards-are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) The 2012 Wyoming Language Arts Content Standards are available at <https://edu.wyoming.gov/downloads/standards/final-2012-ela-standards.pdf>.

(A) The 2014 Language Arts Performance Level Descriptors shall be the Wyoming Language Arts Performance Standards for the 2012 Wyoming Language Arts Content Standards. These ELA Performance Standards are found at <https://edu.wyoming.gov/wp-content/uploads/2018/10/2018-ELA-PLDs-Grade-3-10.pdf>.

(B) The 2014/2016 Wyoming Language Arts Extended Standards for students with significant cognitive disabilities are available at https://edu.wyoming.gov/wp-content/uploads/2016/11/2014-16-FINAL-RECOMMENDED-ELA-EXTENDED-STANDARDS-K-12_November-2016.pdf.

(ii) The 2020 Wyoming Mathematics Extended Standards for students with significant cognitive disabilities are available at <https://edu.wyoming.gov/wp-content/uploads/2021/04/2020-Math-Extended-Standards-effective-4.7.21.pdf>.

(iii) The 2018 Wyoming Science Extended Standards for students with significant cognitive disabilities are available at <https://edu.wyoming.gov/downloads/standards/2018/Science-Extended-Standards-2018.pdf>.

(iv) 2014 with 2018 Additions Wyoming Social Studies Content and Performance Standards are available at https://edu.wyoming.gov/wp-content/uploads/2018/12/Social-Studies-Standards-20142018-additions_FINAL.pdf.

(v) 2013 Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on May 8, 2013 are available at https://edu.wyoming.gov/downloads/standards/2013_Foreign_Language_Standardsb.pdf.

(vi) 2014 Wyoming Career/Vocational Education Content and Performance Standards are available at https://edu.wyoming.gov/wp-content/uploads/2018/12/2014-CVE-WyCPS-FINAL_11.28.18sd_FINAL.pdf.

- (vii) 2023 Wyoming Math Content and Performance are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Math-Ch.-10-WYCPS.pdf>.
- (viii) 2023 Wyoming Science Content and Performance are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Science-Ch.-10-WYCPS.pdf>.
- (ix) 2023 Wyoming Computer Science Content and Performance Standards are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Computer-Science-Ch.-10-WYCPS.pdf>.
- (x) 2023 Wyoming Physical Education Content and Performance are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/PE-Ch.-10-WYCPS.pdf>.
- (xi) 2023 Wyoming Health & Safety Content and Performance Standards are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/Health-Ch.-10-WYCPS.pdf>.
- (xii) 2023 Wyoming Fine & Performing Arts Content and Performance Standards are available at <https://edu.wyoming.gov/wp-content/uploads/2024/01/FPA-Ch.-10-WYCPS.pdf>.