



Project 2061 *Benchmarks* Critique

Participants in earlier workshops have expressed their views about whether and how *Benchmarks for Science Literacy* should be used in educational reform. Please consider these comments by previous workshop participants and reflect on your own views:

- Ms. Smith: I think that *Benchmarks* should have a major role in the design of lesson plans—the clear separation of well-defined ideas makes lesson planning precise. For the same reason, *Benchmarks* will be very valuable for designing assessment aligned with lessons.
- Mr. Green: The value of *Benchmarks* is greatest for connecting ideas from one level of understanding to the next. That’s why it’s obvious that benchmarks should never be thought about just one at a time or just one level at a time.
- Ms. Jones: From my point of view, *Benchmarks* is a failure. By breaking up ideas into such small pieces, it drains all of the meaning and interest out of them. Students need activities that relate to their real worlds and tie lots of ideas together.

Whose opinion do you agree with most?

Please explain your reasoning: