

# TEXAS MATH: STUCK IN REVERSE

— SANCTUARY FOR LOW EXPECTATIONS —

Students are first required to ...	... in 5 <sup>th</sup> grade in:	... in 6 <sup>th</sup> grade in:	... in 7 <sup>th</sup> grade in:
multiply decimals	<b>CA NY FL PA EE</b>		<b>TX</b>
divide decimals	<b>CA NY</b>	<b>FL EE</b>	<b>TX</b>
multiply fractions	<b>CA FL PA EE</b>	<b>NY</b>	<b>TX</b>
divide fractions	<b>CA</b>	<b>NY FL EE</b>	<b>TX</b>

**EE** = Texas' old Essential Elements Math curriculum, dropped in 1997

**TX** = Texas' current degraded Math standards, written after the Texas Education Code forbade the State Board of Education to "designate methodologies" in textbooks

**Q:** Why does the State Board of Education not require teaching more Math skills sooner?

**A:** That would be *counterproductive* as long as it lacks the power to eliminate inefficient teaching methods. The sooner you try to teach more skills with bad pedagogy, the *less students learn*.

**Q:** What is an example of bad pedagogy in Texas Math programs?

**A:** For 2007 local adoption, Texas approved 6<sup>th</sup> grade *Connected Math*, which:

- Multiplies laborious guessing at how to compute and problem-solve (inefficiency).
- Takes much time to do this, with less time for practice (minimal automaticity).
- Promotes calculator-dependence (not personal mental training) in computation.
- Encourages peer-dependence (not individual skill building) in problem-solving.
- Assigns complex tasks before mastering simple skills (reversing Bloom's taxonomy).

Until Texas law lets the State Board of Education weed out poor Math teaching methods,  
Texas Math is

## MARCHING BACKWARD.