

## Unpacking Benchmarks Guidelines

### *Guidelines for Writing Extended Benchmarks (EBM)*

- Look at the main skills and core knowledge in the general benchmark
- Decide what can be reduced in the general benchmark to reduce the depth, breadth, and complexity
  - This could be the verb used.
    - Change “Evaluate the impact of vocabulary” to “Explain the impact of vocabulary”.
  - This could be limiting the skills to a portion of the skill
    - “Content, style and meaning of literary text” changed to “Content and meaning of literary text”
  - This could be changing a skill to less complicated skill
    - “Key words or phrases with multiple meanings” changed to “Keywords”
- Begin with a verb
  - Use Verb list or DOK list as needed
  - Think of the skill you are targeting and DOK level when picking a verb
  - “Explain”
- Add in the skills that apply to the benchmark
  - “The impact of vocabulary”
  - “On keywords, content and meaning of literary text”

### *Guidelines for Writing Access Points (AP)*

- Begin with “The student will (verb)....”
  - Similar to an objective when writing an IEP
  - AP A is at the knowledge level
  - AP B is at the knowledge or comprehension level
  - AP C is at the comprehension or application level
  - Should not be verbatim of the EBM
  - Use specific instead of general verbs
- Add specific details of the skill to describe what is needed to show knowledge of the skill
  - Examples: match a word or phrase, would have the greatest impact, impact of choice of word/phrases

### *Glossary of terms*

- EBM=extended benchmark
- AP=access point
- Alt MCA=Alternate Minnesota Comprehensive Assessment