

About the Benchmark Map

The benchmark map is intended for use with the Hawaii Content and Performance Standards (HCPS) III. A benchmark is a specific statement of what a student should know or be able to do at a specific grade level or in a course. Through the benchmarks, the HCPS III establishes four taxonomic levels at which students need to demonstrate proficiency. A benchmark reflects one of the following four levels:

- Level I: Knowledge retrieval (reflected in verbs like *give, list, name.*)
- Level II: Comprehension (reflected in verbs like *explain, identify, illustrate*)
- Level III: Analysis (reflected in verbs like *classify, compare, differentiate*)
- Level IV: Knowledge utilization (reflected in verbs like *classify with justification, investigate, use to determine*)

The state benchmark maps are a quarterly sequence of *clustered* benchmarks to be covered within a grade level or course. Their purpose is to provide consistency throughout the state in identifying when benchmarks will be addressed. In our standards-based system, all tools to support the HCPS III will be built around the benchmark maps. These tools include the instructional materials review, instructional maps, the Hawaii State Assessment, and standardized formative assessments.

The benchmark maps consist of two parts:

Big Idea(s)/Major Understanding(s): These are the big generalizations for the topic or content area.

The benchmark clusters: The clusters are groupings of the benchmarks distributed among the quarters of the year to indicate points for addressing teaching and learning of the benchmarks. The clusters were organized and reviewed by department heads, curriculum leaders, and focus groups of teachers at meetings held during the 2005-2006 school year. Italicized benchmarks are taught and assessed more than once throughout the year.

Use of the benchmark map

The benchmark map can be used to plan and guide decisions about curriculum. The taxonomic level of knowledge reflected in the benchmark guides decisions about the amount of time and practice needed for students to demonstrate proficiency on the benchmark. The benchmark maps provide a basis for teacher collaboration on strategies for improving student achievement.

Frequently Asked Questions

Can benchmark maps be used to grade individual students?

Students should be graded on the benchmarks that are addressed in a particular quarter. Teachers should provide multiple opportunities for students to work toward demonstrating proficiency of the benchmarks. Teachers should rely on a preponderance of evidence when determining individual student grades. If the benchmarks on the maps are addressed and assessed with a preponderance of evidence, the teacher might consider sharing the Benchmark Maps with parents as a way of communicating in greater detail the material that was actually covered during the quarter.

Why doesn't each teacher receive a hard copy of the benchmark maps?

The Benchmark Maps are posted on the DOE website and can be downloaded. Each teacher may not need or want the entire hard copy of all of the benchmarks. Putting the Benchmark Maps on the web allows the teachers flexibility in selecting and printing benchmarks which are necessary for their own curriculum.

What if my curriculum/program does not align to the State's benchmark maps?

The Benchmark Maps provided a basis from which all other state support tools will be developed. The Benchmark Maps should be followed. It is also important to maintain fidelity to scientifically research-based programs. In cases where the above are in conflict, teachers should follow their programs with as much fidelity as possible, supplementing these programs in order to make sure to address the benchmarks in the quarters as delineated on the maps.

Who developed the benchmark maps?

The Benchmark Maps were developed by the content area educational specialists in consultation with department chairpersons, and teacher representatives, as well as state and district level resource teachers during the mandatory leadership trainings in the 2005-06 school year.

Does covering the benchmark maps assure that students will attain proficiency as measured by the Hawaii State Assessment?

The Hawaii State Assessment (HSA) is designed to measure proficiency of the benchmarks in the Hawaii Content and Performance Standards III. The Benchmark Maps are designed to pace out the benchmarks by quarters. In language arts the only strand that is assessed during the spring administration of the assessment is reading. In designing the Benchmark Maps for language arts, the reading benchmarks have been paced so that all reading benchmarks will be addressed prior to the administration of the assessment. The reading benchmarks for the fourth quarter maps are italicized, meaning they have been introduced prior to the fourth quarter.

Standards in all of the mathematics strands (Number and Operations; Measurement; Geometry and Spatial Sense; Patterns, Functions, and Algebra; and Data Analysis, Statistics, and Probability) are assessed during the spring administration of the assessment. Therefore, there may be some standards on the fourth quarter maps that are tested on the HSA.

The Benchmark Maps in science are designed as a structure to guide instruction in a comprehensive and complete manner to assure coverage of all of the standards at the specific grade level. The implications of the Benchmark Maps and the Hawaii State Assessment (HSA), the Benchmark Maps assure that all students completing the benchmarks the prior year(s) will have the skills and the information necessary to be proficient on the HSA. The HSA science is a comprehensive assessment of the prior years learning. In grade 5 the assessment will encompass and include benchmarks from grades 3 and 4. Grade 7 includes benchmarks from grades 5 and 6 and grade 11 includes Grade 8 (Earth/Space Science) and the course work in grades 9 and 10, which are physical science and biology.

Where can I get more information?

Schools can contact the Standards Resource Development Specialist at 733-9141, ext. 243.

References

Guskey, T.R. & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin Press.

Kendall, J.S. & Marzano, R.J. (2004). *Content knowledge; A compendium of standards and benchmarks for K-12 education, 4th Ed.* Aurora, CO: Mid-continent Resources for Education and Learning. Available at www.mcrel.org/compendium/kSkillsIntro.asp.