



## Goals Related to Using *Benchmarks*

### SKILLS

### POSSIBLE MISUSES

Participants should . . .

1. Look for K-12 conceptual strands that connect benchmarks at one grade level with others above and below it.

*Looking at benchmarks for only the grade level they know well.*

2. Imagine learning experiences that would help students to understand a benchmark in a meaningful context.

*Imagining how each benchmark could be told to students clearly.*

3. Use the *Also See* boxes to seek connections to other chapters.

*Either (a) considering connections only when they come to mind spontaneously or (b) carefully separating ideas in one topic from those in other topics.*

4. Look for the educational research basis for teaching ideas in a section.

*Assuming that benchmarks recommendations already detail what can be learned from research.*

5. Imagine how each benchmark might be encountered in multiple learning contexts, to help understanding and generalization develop.

*Expecting that a single activity will suffice.*

6. Imagine how several benchmarks for a grade-level might be targeted together in activities.

*Imagining separate activities for each benchmark.*