

Unpacking Benchmarks: *The PAINT 4-Step Process*

#1: Bold the verb(s) in the benchmark you are unpacking.

Example using an ELA Benchmark:

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Example using an Arts Benchmark:

Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. (Dance Benchmark 0.1.3.1.1)

#2: Label the learning type. The verb describes the type of learning called for in the benchmark.

Stiggins classified these as:

- Knowledge (K)
- Reasoning (R)
- Skills (S)
- Product/Performance (P/P)

See the [Alignment Chart](#) for more details and examples of verbs that correspond with each learning type.

(P/P) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(K) Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.

#3: Underline the concepts or content included in the benchmark. Concepts are the information or ideas that learners need to know. These generally are the nouns or noun phrases in the benchmark.

(P/P) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Or, be more selective about what will be assessed, and only underline that portion:

(K) Identify the characteristics of dance from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.

#4: **Highlight** the words that point to evaluative criteria, or words that help describe the requirements of good work when achieving this benchmark. These are generally adjectives.

(P/P) Produce **clear and coherent** writing in which the development and organization are appropriate to task, purpose, and audience.