



Benchmark Education Company's Response to EdReports.org Review

Benchmark Education appreciates the opportunity to respond to the EdReports.org Review of *Benchmark Advance*, Grades K-2.

Our response is divided into four parts:

1. *Benchmark Advance* Success;
2. EdReports.org Scoring;
3. Comparing Interpretations: Gateway 2, Indicator 2a;
4. Support for Building Literary Knowledge.

1. BENCHMARK ADVANCE SUCCESS

Benchmark Advance is a new program that has participated in multiple independent evaluations focusing on alignment to the CCSS. The first review was done by the state of California with the result being that *Benchmark Advance* was placed on the state list and many districts are now using the program. A second independent review was done by Learning List with the program attaining a 100% score.

We welcome independent reviews and the valuable information they provide. As a result of this EdReports.org review, new content is available now for current and future users.

[Click here to access instructions](#) for finding new content.

However, the ultimate evaluation of a CCSS program is how well the students reach the expectations on an assessment measuring the desired outcomes. For that reason, efficacy studies by a third party provide invaluable information.

Benchmark Advance: Independent Research Results Following Students Over 3 Years

Evidence of the effectiveness of *Benchmark Advance* is mounting based on multi-year studies.

[Click here for complete research results.](#)

2. EdReports.org SCORING OF BENCHMARK ADVANCE K–2

The EdReports.org's review recognized that *Benchmark Advance* met expectations for text quality (Gateway 1) at all grade levels K-6. *Benchmark Advance* scored either "Meets Expectations" or "Partially Meets Expectations" on all indicators, with no indicator scored "Does Not Meet." In Building Knowledge (Gateway 2), *Benchmark Advance* was found to partially meet expectations.

The architecture of the program was constructed specifically to build content knowledge within and across grade levels. The remainder of our response will focus on how our approach to building knowledge reflects the intention of the CCSS.



3. COMPARING INTERPRETATIONS: Gateway 2, Indicator 2a

Texts are organized around a topic/topics to build students’ knowledge and vocabulary which will over time support and help grow students’ ability to comprehend complex texts independently and proficiently. (Indicator 2a)

We respectfully disagree with EdReports.org’s findings on this indicator and will use this opportunity to provide additional evidence to others interested in reviewing *Benchmark Advance* so that an informed decision can be made when choosing a program. The report found *Benchmark Advance* 2 points from reaching “Meets Expectations” on Gateway 2. We were scored as “partially meets” on Indicator 2a for grades K-5.

With regard to Indicator 2a, EdReports.org and *Benchmark Advance* agree that:

- Text sets should be organized around a topic.
- Text sets should build knowledge and vocabulary.
- The goal of topic structure is to “grow students’ ability to comprehend complex texts independently and proficiently.”
- Knowledge is built over time on a topic.
- Instruction is building toward students attaining Standard 10 in both RI and RL.

However, Benchmark respectfully disagrees with EdReports.org’s interpretation of indicator 2a:

EdReports.org interpretation of Indicator 2a	<i>Benchmark Advance</i> interpretation 2a
<p>Based on its analysis of <i>Benchmark Advance</i>, EdReports.org interprets Indicator 2a to mean that students “build knowledge and vocabulary” only within content-area (science and social studies) focused topics such as animal adaptations or weather.</p> <p>EdReports.org does not view literary topics (“genre or issue” focused) as contexts in which students can build knowledge and vocabulary.</p> <p><i>(Note, however, that other programs with genre as an organizing focus received full credit for this Indicator.)</i></p>	<p>Benchmark considered all 3 types of knowledge outlined in the CCSS in constructing its 10 vertically aligned K–6 knowledge strands:</p> <ul style="list-style-type: none"> • content knowledge (science, social studies); • literary knowledge; and • cultural knowledge. <p>7 out of 10 units per grade focus on social studies and science topics to build <u>content knowledge</u>. In 3 units, knowledge and vocabulary are built around literary topics (characters in literature, point of view, and literary themes). We felt that a broader definition of knowledge more accurately reflects the intent of the CCSS.</p>

Evidence Supporting *Benchmark Advance*’s Interpretation of Indicator 2a

In our close reading of the standards, knowledge is not simply “content” knowledge (e.g. science or social studies). Knowledge is also the deep understanding of how texts work, their genres and characteristics, cross-cultural variants, themes, points of view, and techniques. According to the



CCSS Introduction, students who are college and career ready in reading, writing, speaking and listening not only “establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance” but they also “understand other perspectives and cultures” through “works of classic and contemporary literature.”

Benchmark Advance is the only reviewed program with a K–6 vertical alignment of knowledge strands and three-week-long units to support knowledge development. All topics were planned with the ultimate goal of building knowledge so that students could access complex texts! We are surprised and disappointed that the program’s strength was not acknowledged.

4. SUPPORT FOR BUILDING LITERARY KNOWLEDGE: EVIDENCE FROM CCSS

CCSS refers to three types of knowledge.

The Supplement to CCSS Appendix A lays out the qualitative dimensions of text complexity, specifying the types of **Knowledge Demands** students must contend with.

- knowledge gained from readers’ **life experiences**
- cultural/**literary knowledge**
- **content/discipline knowledge**

http://www.corestandards.org/assets/Appendix_A.pdf

Benchmark Advance builds knowledge in all of these areas. *EdReports.org* recognizes only *content/discipline knowledge*.

In the “myths vs facts” section of CCSS, the importance of “knowledge in literature” is explicitly stated.

“In addition to content coverage, the standards require that students systematically acquire **knowledge in literature** and **other disciplines** through reading, writing, speaking, and listening.” <http://www.corestandards.org/about-the-standards/myths-vs-facts/>

The Anchor Standards for ELA address literary knowledge.

“Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements...”

See “Note on Range and Content of Student Reading” <http://www.corestandards.org/ELA-Literacy/CCRA/R/>

Anchor Standard 9 supports building knowledge through themes or topics.

Students must “*Analyze how two or more texts address similar themes or topics in order to build knowledge...*”

(This standard cannot be attained without predominantly literary-focused themes or topics.)



In the CCSS section “Standard 10: Range, Quality, & Complexity » Texts Illustrating the Complexity, Quality, & Range of Student Reading K–5,” the text refers to both topics and themes.

“...At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.”

EdReports.org Evidence for Indicator 2a

The EdReports.org evaluation states that *Benchmark Advance* “partially meets expectations” for Indicator 2a because:

- “Each three-week unit contains shared reading, mentor reading, and extended reading texts covering a variety of genres related to an essential question which sometimes focuses on a topic and **other times focuses on a genre or issue.**” (2nd grade, 2a)
- “While these units explore literary themes, they do not focus on the topical knowledge building called for in the standards.” (2nd grade, 2a)

When asked to clarify its definition of knowledge, EdReports’ explanation was as follows:
“While some units in the year-long materials focus on topics, many do not, instead focusing on a chosen thematic perspective (e.g. such as exploring literary themes), or on building a skill (such as character analysis...)”

Benchmark response to the EdReports.org explanation:

EdReports.org	Benchmark Response
<i>“some Benchmark Advance units focus on topics”</i>	7 out of 10 unit topics are science and social studies focused.
<i>“many” units focus on a “thematic perspective.”</i>	3 out of 10 units focus on a literary topic.

The EdReports.org statements are inaccurate. Other programs reviewed for Indicator 2a received a “Meets Expectations” score despite having literary topics such as “genre” and/or “science fiction.” In our opinion, such inconsistency could create an additional burden for districts using EdReports.org for program comparison.

[Click here for an example of the literary topics in Benchmark Advance.](#)

Final Thoughts

Creating a rubric and training reviewers to use it consistently and objectively is very challenging. We commend EdReports.org for taking on this task. We encourage them to refine the tool and provide more training to their reviewers for consistency and accuracy. In the meantime, we hope that districts evaluating *Benchmark Advance* will consider the comments we have provided as they use the review. Based on results from our efficacy studies, we know the program “will grow students’ ability to comprehend complex texts independently and proficiently.” (Indicator 2a)