**How do students need to express their understanding?**

**Unpacking the Essential Skills of Standards Planning Assessment for Learning**

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| **Level of Complexity** | **Key Verbs that may Clue Level** | **Evidence of DOK** |
| **Level 1****Recall/Reproduction**Recall a fact, information, or procedure. Process information on a low level.**Bloom***Know/Remember*The recall of specifics and universals, involving little more than bringing to mind the appropriate material.*Comprehend/Understand*Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition.  | ArrangeCalculateCiteDefineDescribeDrawExplainGive examplesIdentifyIllustrateLabelLocateListMatch | MeasureNamePerformQuoteRecallReciteRecordRepeatReportSelectStateSummarizeTabulate | * Explain simple concepts or routine procedures
* Recall elements and details
* Recall a fact, item or property
* Conduct basic calculations
* Order rational numbers
* Identify a scientific representation for simple phenomena
* Label locations
* Describe the features of a place or people
* Identify figurative language in a reading passage
 |
| **Level 2****Skill/Concept**Use information or conceptual knowledge, two or more steps**Bloom***Apply*Uses information in another familiar situation.Executes – carries out a procedure in a familiar taskImplements – uses a procedure in an unfamiliar task | ApplyCalculateCategorizeClassifyCompareComputeConstructConvertDescribeDetermineDistinguishEstimateExplainExtendExtrapolateFindFormulate | GeneralizeGraphIdentify patternsInferInterpolateInterpretModifyObserveOrganizePredictRelateRepresentShowSimplifySolveSortUse | * Solve routine multiple-step problems
* Describe non-trivial patterns
* Interpret information from a simple graph
* Sort objects
* Show relationships
* Apply a concept
* Organize, represent and interpret data
* Use context clues to identify the meaning of unfamiliar words
* Describe the cause/effect of a particular event
* Predict a logical outcome
* Identify patterns in events or behavior
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| **Level 3****Strategic Thinking**Requires reasoning, developing a plan or a sequence of steps, some complexity**Bloom***Analyze*Breaking information into parts to explore understanding and relationships.*Evaluate*Checks/Critiques – makes judgements based on criteria and standards | AppraiseAssessCite evidenceCheckCompareCompileConcludeContrastCritiqueDecideDefendDescribeDevelopDifferentiateDistinguish | ExamineExplain howFormulateHypothesizeIdentifyInferInterpretInvestigateJudgeJustifyReorganizeSolveSupport | * Solve non-routine problems
* Interpret information from a complex graph
* Explain phenomena in terms of concepts
* Support ideas with details and examples
* Develop a scientific model for a complex situation
* Formulate conclusions from experimental data
* Compile information from multiple sources to address a specific topic
* Develop a logical argument
* Identify and then justify a solution
* Identify the author’s purpose and explain how
* Identify the author’s purpose and explain how it effects the interpretation of a reading selection
 |
| **Level 4****Extended Thinking**Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities **Bloom***Synthesize*Putting together elements and parts to form a whole*Evaluation*Making value judgements about the method | AppraiseConnectCreateCritiqueDesignJudgeJustifyProveReportSynthesize |  | * Design and conduct an experiment that requires specifying a problem, report results/solutions
* Synthesize ideas into new concepts
* Critique experimental designs
* Design a mathematical model to inform and solve a practical or abstract situation
* Connect common themes across texts from different cultures
* Synthesize information from multiple sources
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