**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. | Arrange  Calculate  Cite  Define  Describe  Draw  Explain  Give examples  Identify  Illustrate  Label  Locate  List  Match | Measure  Name  Perform  Quote  Recall  Recite  Record  Repeat  Report  Select  State  Summarize  Tabulate | * 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 task  Implements – uses a procedure in an unfamiliar task | Apply  Calculate  Categorize  Classify  Compare  Compute  Construct  Convert  Describe  Determine  Distinguish  Estimate  Explain  Extend  Extrapolate  Find  Formulate | Generalize  Graph  Identify patterns  Infer  Interpolate  Interpret  Modify  Observe  Organize  Predict  Relate  Represent  Show  Simplify  Solve  Sort  Use | * 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 | Appraise  Assess  Cite evidence  Check  Compare  Compile  Conclude  Contrast  Critique  Decide  Defend  Describe  Develop  Differentiate  Distinguish | Examine  Explain how  Formulate  Hypothesize  Identify  Infer  Interpret  Investigate  Judge  Justify  Reorganize  Solve  Support | * 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 | Appraise  Connect  Create  Critique  Design  Judge  Justify  Prove  Report  Synthesize |  | * 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 |