Recall (Level 1)	**Vocabulary**	**Question Stem**
asks students to recite facts or to use simple skills or abilities and it does not require analysis of the text. Tasks require only a shallow understanding of the text presented and often consist of verbatim recall from text, slight paraphrasing of specific details from the text, or simple understanding of a single word or phrase. Recall of facts, information or procedures	identify list label illustrate memorize define draw arrange recite state match quote report name use recognize locate listen select write describe "who, what, where, when, why, how"	How can you show …? When did … happen? Can you list three …? What fact or detail shows …? Which is the best answer? Which statement supports …? Can you rephrase …? What is the main idea of …? Can you select …? How can you summarize …? Can you state or interpret in your own words …? How would you describe …? Who was …? How would you write …? What might you include on a list about …?

Tasks/Products
- recall elements and details of a story structure (e.g. sequence, character, plot and setting)
- make a timeline of events
- retell a story in own words
- draw pictures to explain what an event was about
- write and perform a text (poem, song, play, story) based on events/facts
- make a facts chart
- create a "mind map" of what you know
- label events of a story, characteristics of a character, setting, etc …

In our assessment/lessons, students will…

Skill/Concepts (Level 2)	Vocabulary	Question Stem
may require students to apply skills and concepts that are covered in Level 1, however, items require closer understanding of the text, possibly through the item's paraphrasing of both the question and the answer. Literal main ideas are stressed, and some inter-sentence inference is often required. This includes the engagement of some mental processing beyond recalling or reproducing a response. Requires reasoning, developing a plan or sequence of steps – more than one possible answer.	compare contrast cause/effect relate predict infer summarize show distinguish classify interpret organize show apply construct generalize defend modify estimate categorize	Can you compare …? How are … alike and different? What other way could …? What can result if …? What inference can you make about …? What conclusions can you draw about …? What is the relationship between …? How would you summarize …? How would you classify …? How could you organize …? What do you notice about …? What facts can you select to show …? How can you tell? What does it mean to …?

Tasks/Products

- identify and summarize the major events …
- create a Venn diagram
- identify and classify the characteristics of characters
- describe the cause/effect of a particular event
- write a commercial to sell a new product
- create a model/diorama
- write a biography
- design a questionnaire to gather further information
- make a flow chart to show critical stages
- make a T chart
- illustrate data/information with a graph

In our assessment/lessons, students will…

Strategic Thinking/Complex Reasoning (Level 3)	Vocabulary	Question Stem
often involves reasoning and planning as students must be able to support their thinking. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. This includes inferences across an entire passage, application of prior knowledge and making superficial connections between texts. Requires reasoning, developing plan or a sequence of steps-more than one answer	assess revise critique differentiate formulate draw conclusions substitute invent combine develop apprise hypothesize author's purpose	What is your interpretation of this text? Support your rationale. Can you predict the outcome if …? What is the best answer? Why? What conclusion can be drawn from these texts? What facts or details would you select to support …? Why do you think the author chose …? What would happen if …? Why? Can you propose an alternative? Can you elaborate on the reason …? Can you make changes to solve …? What can be done to maximize/minimize …?

Tasks/Products

- support ideas with details and examples
- determine author's purpose and describe how it affects the interpretation of the text
- write about your feelings in relation to …
- write a prediction about how views on this topic would change in time or place
- rewrite the ending
- create a presentation that shows how it applies to another situation
- invent a machine for a specific task
- create a new product
- do a visual presentation on a new version or angle connected to the topic or theme

In our assessment/lessons, students will…

Extended Thinking/ Reasoning (Level 4)	Vocabulary	Question Stem
Students take information from at least one passage of a text and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Requires an investigation, time to think and process multiple conditions of a problem.	design connect synthesize analyze prove create judge recommend rate relate apply critique	What are the common themes across these texts? Based on what you know, how can you explain …? How can you justify …? Can you assess the value or importance of …? Do you agree with the actions and outcomes? How can you prove or disprove …? What information can you gather to support your idea about …? What strategies did you use?

Tasks/Products
- conduct a debate about an issue
- put yourself in _ place. What would you change? Why?
- write a letter to the author outlining changes you would make and why
- prepare a list of criteria to judge an activity, including priorities and ratings
- write a thesis, drawing conclusions from multiple sources

In our assessment/lessons, students will…