<table>
<thead>
<tr>
<th>Level of Complexity (measures a student’s Depth of Knowledge)</th>
<th>Key Verbs That May Clue Level</th>
<th>Evidence of Depth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
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</tr>
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</table>
| **Recall/Reproduction**                                     | Arrange, Calculate, Cite, Define, Describe, Draw, Explain, Give examples, Identify, Illustrate, Label, Locate, List, Match | • Explain simple concepts or routine procedures  
  • Recall elements and details  
  • Recall a fact, term or property  
  • Conduct basic calculations  
  • Order rational numbers  
  • Identify a standard scientific representation for simple phenomenon  
  • Label locations  
  • Describe the features of a place or people  
  • Identify figurative language in a reading passage |
| **Bloom** Know/Remember                                    | Measure, Name, Perform, Quote, Recall, Recite, Record, Repeat, Report, Select, State, Summarize, Tabulate |                                |
| **Comprehend/Understand**                                  |                             |                                |
| “The recall of specifics and universals, involving little more than bringing to mind the appropriate material.” |                                |                                |
| **Level 2**                                                 |                             |                                |
| **Skill/Concept**                                           | Apply, Calculate, Categorize, Classify, Compare, Compute, Construct, Convert, Describe, Determine, Distinguish, Estimate, Explain, Extend, Extrapolate, Find, Formulate | • Solve routine multiple-step problems  
  • Describe non-trivial patterns  
  • Interpret information from a simple graph  
  • Formulate a routine problem, given data and conditions  
  • 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 |
<p>| <strong>Bloom</strong> Apply                                            | Generalize, Graph, Identify patterns, Infer, Interpolate, Interpret, Modify, Observe, Organize, Predict, Relate, Represent, Show, Simplify, Solve, Sort, Use |                                |
| “Uses information in another familiar situation.” (Executes - Carries out a procedures in a familiar task) (Implements - Uses a procedure in an unfamiliar task) |                                |                                |</p>
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| **Level 3**  
**Strategic Thinking**  
Requires reasoning, developing a plan or a sequence of steps, some complexity | Appraise  
Assess  
Cite evidence  
Check  
Compare  
Compile  
Conclude  
Contrast  
Critique  
Decide  
Defend  
Describe  
Develop  
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 it affects the interpretation of a reading selection |
| **Bloom**  
**Analyze**  
“Breaking information into parts to explore understanding and relationship.” | | |
| **Evaluate**  
“Checks/Critiques – makes judgments based on criteria and standards.” | | |
| **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. | 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 |
| **Bloom**  
**Synthesize**  
“Putting together elements and parts to form a whole” | | |
Levels of Complexity

- Recall/Reproduction – Recall a fact, information, or procedure; process information on a low level

- Skill/Concept – Use information or conceptual knowledge, two or more steps

- Strategic Thinking – Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach

- Extended Thinking – Requires connections and extensions, high cognitive demands and complex reasoning