<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>
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</table>
| **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, 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 |
| **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  
• 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 |
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| **Level 3** Strategic Thinking | 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 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 | 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" |                                |                                  |
| **Evaluate**  
Making value judgments about the method." |                                |                                  |