

Depth of Knowledge Level Descriptors

	READING	WRITING
Level 1- Recall	<p>Requires students to receive or recite fact or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a minimal understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas by reference to details in the text. ➤ Use a dictionary to find the meaning of words. ➤ Identify figurative language in a reading passage. <p><i>Automatic responses will be dependent on grade level.</i></p>	<p>Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition; are engaged in a simple spelling or vocabulary assessment; or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:</p> <ul style="list-style-type: none"> ➤ Use punctuation marks correctly. ➤ Identify Standard English grammatical structures and refer to resources for correction.
Level 2 – Basic Application of Skill/ Concept	<p>Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as <i>summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion</i>. Literal main ideas are stressed. A Level 2 assessment item may require students apply some of the skills and concepts that</p>	<p>Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2</p>

	<p>are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:</p> <ul style="list-style-type: none"> ➤ Use context cues to identify the meaning of unfamiliar words. ➤ Identify and summarize the major events in a narrative. <p>Use information or conceptual knowledge.</p> <p><i>At this level 2 or more steps are typical.</i></p>	<p>performance are:</p> <ul style="list-style-type: none"> ➤ Construct compound sentences. ➤ Use simple organizational strategies to structure written work. ➤ Write summaries that contain the main ideas of the reading selection and pertinent details.
<p>Level 3 – Strategic Thinking</p>	<p>Deep knowledge becomes more of a focus at Level 3. 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. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students’ application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Determine the author’s purpose and describe how it affects the interpretation of a reading selection. ➤ Summarize information from multiple sources to address a specific topic. ➤ Analyze and describe the characteristics of various types of literature. 	<p>Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentences and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:</p> <ul style="list-style-type: none"> ➤ Support ideas with details and examples. ➤ Use voice appropriate to the purpose and audience. ➤ Edit writing to produce a logical progression of ideas.

<p>Level 4 – Extended Thinking</p>	<p>Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage 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. Some examples that represent but do not constitute all of Level 4 performance are:</p> <ul style="list-style-type: none"> ➤ Analyze and synthesize information from multiple sources. ➤ Examine and explain alternative perspective across a variety of sources. ➤ Describe and illustrate how common themes are found across texts from different cultures. 	<p>Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:</p> <ul style="list-style-type: none"> ➤ Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. <p><i>At Level 4 students are typically expected to include creativity as part of the overall process.</i></p>
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L.A. examples from: Council of Chief State School Officers TILSA Alignment Study, *Reviewer Background Information and Instruction, May 2001.*