Levels of Depth of Knowledge for English Language Arts

Reading

Level 1 (Recall) items or tasks require students to recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text or verbatim repetition of a text are exemplary of DOK Level 1 reading tasks. Level 1standardsor test items require only a surface 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:

•Recognize and name end punctuation.

•Use a dictionary to find the meaning of words.

•Identify figurative language in a reading passage.

•Recognize the correct order of events from a text.

•Quote accurately from a text.

Level 2 (Basic Application of Concepts & Skills) includes the engagement of some mental processing beyond recalling a response; it requires both comprehension by attending to contextual clues 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. Literal main ideas are stressed. A Level 2 thinking may require students to apply some of the skills and concepts that are covered in Level 1.

Some examples that represent but do not constitute all of Level 2 performance are:

•Use context cues to identify the meaning of unfamiliar words.

•Provide an objective summary of the text.

•Predict a logical outcome based on information in a reading selection.

•Identify and summarize the major events in a narrative.

•Determine the main idea of a text.

•Determine how details support the main idea.

•Recognize elements of a plot.

•Make connections between the text of a story or drama and a visual or oral presentation of the text.

Level 3 (Strategic Thinking & Complex Reasoning) tasks call upon students 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. Level 3 may involve abstract theme identification, inference across an entire passage, or students’ application of prior knowledge. Level 3 may also involve more than superficial connections between texts.

Some examples that represent but do not constitute all of Level 3 performance are:

•Determine the author’s purpose and describe how it affects the interpretation of a reading selection.

•Identify causal relationships in a text.

•Assess the extent to which the reasoning and evidence in a text support the author’s claims.

•Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).

•Trace and evaluate the argument and specific claims in a text.

•Summarize information from multiple sources to address a specific topic.

•Analyze and describe the characteristics of various types of literature.

•Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Level 4 (Extended Thinking & Complex Reasoning) standards or assessment items consist of extended activities, with extended time provided for their completion. The extended time period is not a distinguishing factor if the required work is only repetitive. In other words, any combination of levels 1-3 skills called upon by an extended time period task will not rise to a level 4ratingunless the task also encompasses significant conceptual understanding and higher-order thinking. High levels of complexity through analysis and synthesis characterize both levels3 and 4. What distinguishes the two is that a level 4 standard or test item will entail a significant effort over time, multiple resources, and documents. At level 4 students are expected to 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:

•Analyze and synthesize information from multiple sources.

•Examine and explain alternative perspectives across a variety of sources.

•Describe and illustrate how common themes are found across texts from different cultures.