Unpacking "Depth" and Higher Order Verbs

The "Verb"	What the student is expected to do…	Examples of prompts at each DOK level
Analyzing	Analyzing is most closely associated with critical thinking. It means taking things apart to understand how the parts relate and work together as a whole. The primary purpose of analysis is to build an understanding of schema in each content domain. We take a novel apart to understand how literary elements interact to achieve an intended purpose. We take science investigations apart to understand how the experimental design leads to control of variables, data collection, and valid interpretations based on evidence. Comparing-contrasting or distinguishing fact-opinion are at the lower end (DOK 2) of the analysis continuum – "analysis lite." Analyzing discourse styles of authors or how different data displays can influence interpretations require deeper and more generalized understandings – "analysis deep."	**DOK 1** Is this realistic fiction or a fantasy story? **DOK 2** Compare how the wolf character and Red Riding Hood are alike-different. **DOK 3** Is this realistic fiction or a fantasy story? <u>Justify your interpretation analyzing text evidence.</u> **DOK 4** Are all wolves (in literature) like the wolf in this story? Support your response <u>analyzing evidence from this and other texts.</u>
Evaluating	Evaluating begins with analysis in order to make an evidence-based judgment. Evaluation also requires the use of "established" criteria to guide analysis of the kind of evidence that *should be* used to support a claim or thesis in a particular context. For example, judging the effectiveness of a musical performance requires different criteria than evaluating flaws in an experimental design. Each content domain has organizational schemas, terms and principles, and ways of thinking about how to judge "expert" performances or products. The methodologies and set of agreed-upon criteria for evaluation are unique to each domain, such as using criteria for evaluating character archetypes (e.g., who really is the hero?) or critiquing the reasoning and models used to arrive at a solution in mathematics (e.g., who is correct or are they both correct?).	**DOK 1/ 2** Did you like the story? **DOK 3** What is your opinion about the cleverness of the wolf? <u>Justify your opinion analyzing text evidence.</u> **DOK 4** Which version's ending has the most emotional impact? (<u>Establish criteria first</u>, then locate and analyze evidence.)
Creating	In the original Bloom's Taxonomy (1956), this higher-order level was called "Synthesis" and it was not placed at the top of the taxonomy. In the Revised Bloom's Taxonomy (Anderson, Krathwohl, et. al, 2001), this level was moved to represent the highest order of thinking and the word "synthesis" was changed to	**DOK 1** Brainstorm other ways the wolf might have fooled Red. **DOK 2** Write the text messages between Red and her mother explaining the wolf incident.

"create" which seems to better represent the intent – producing something new. Creating is in some ways the opposite of analysis/critical thinking (Hess & Gong, 2014). When we think critically, we take things apart to build an understanding of schema. When we create, we put parts together in different or innovative ways to reframe how to look at ideas or to find alternative solutions. Don't be fooled into thinking that every fun and engaging learning activity that results in students creating something is at the deepest level of thinking! Fun and engaging assignments are a means to deeper understanding, not an end.	**DOK 3** Write a new ending to this story. **DOK 4** Apply the theme of this story to compose a new fairy tale with different characters and a different story line.