

Unpacking Higher-Order Thinking Verbs		
The “Verb”	What the student is expected to do...	Examples of prompts at each DOK level
<b>Analyze</b>	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.”	<p><b>DOK 1</b> Is this realistic fiction or a fantasy story?</p> <p><b>DOK 2</b> Compare how the wolf character and Red Riding Hood are alike-different.</p> <p><b>DOK 3</b> Is this realistic fiction or a fantasy story? <u>Justify your interpretation analyzing text evidence.</u></p> <p><b>DOK 4</b> Are all wolves (in literature) like the wolf in this story? Support your response <u>analyzing evidence from this and other texts.</u></p>
<b>Evaluate</b>	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 <i>should be</i> 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?).	<p><b>DOK 1/2</b> Did you like the story?</p> <p><b>DOK 3</b> What is your opinion about the cleverness of the wolf? <u>Justify your opinion analyzing text evidence.</u></p> <p><b>DOK 4</b> Which version’s ending has the most emotional impact? (<u>Establish criteria first</u>, then locate and analyze evidence.)</p>
<b>Create</b>	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 “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.	<p><b>DOK 1</b> Brainstorm other ways the wolf might have fooled Red.</p> <p><b>DOK 2</b> Write the text messages between Red and her mother explaining the wolf incident.</p> <p><b>DOK 3</b> Write a new ending to this story.</p> <p><b>DOK 4</b> Apply the theme of this story to compose a new fairy tale with different characters and a different story line.</p>

<b>Examples of Increasing Task Complexity Using the Same Verb</b>			
<b>VERB</b>	<b>SAMPLE TASK</b>	<b>DOK</b>	<b>EXPLANATION of MENTAL PROCESSING REQUIRED</b>
<b>Describe</b>	<b>Describe the characters</b> in the story.	<b>1</b>	This task requires recalling mostly physical characteristics and some descriptive phrases about characters. Students are not examining character traits or how they will affect character interactions or conflicts. There is a correct answer.
<b>Describe</b>	<b>Describe how</b> these characters are alike or different.	<b>2</b>	Students make connections by reading the entire text and looking for explicit relevant examples that can be compared and contrasted. There is a correct answer, although different examples may be used.
<b>Describe</b>	<b>Describe the text evidence</b> that supports your reasoning, or your conclusions about the motivations of the protagonist and how the resulting actions created conflicts and ultimately led to a new perspective on life.	<b>3</b>	This task requires articulating how the analysis of text evidence influences the reader’s thinking about rising action in the story. Analysis of evidence is used to justify reasoning. Different evidence, different approaches to the task, and the degree to which the analysis of evidence is of high quality are used to evaluate the “correctness” of the student’s response.
<b>Describe</b>	<b>Describe how different authors develop characters</b> and reveal how characters change over the course of a novel’s plot and subplots.	<b>4</b>	This requires not only an analysis of relevant evidence, but evidence coming from multiple sources. It also requires a deep understanding of author’s craft and narrative strategies used to develop a story line.  There is no correct answer. As with DOK 3, the credibility of evidence and the degree to which the analysis of evidence is of high quality and is used to explain differing perspectives contribute to evaluating the “correctness” of the student’s response.