Level 2: Skill/Concept

Level 2 includes the engagement of mental processing beyond recalling, reproducing, or locating an answer. This level generally requires students to compare or differentiate among people, places, events, objects, text types, etc.; apply multiple concepts when responding; classify or sort items into meaningful categories; describe or explain relationships, such as cause and effect, character relationships; and provide and explain examples and non-examples. A Level 2 "describe or explain" task requires students to go beyond a basic description or definition to predict a possible result or explain "why" something might happen. The learner makes use of information provided in context to determine intended word meanings, which tools or approach is appropriate to find a solution (e.g., in a math word problem), or what characteristics to pay attention to when making observations.

At this level, students are asked to transform/process target knowledge before responding. Example mental processes that often denote this particular level include: summarize, estimate, organize, classify, extend, and make basic inferences.

Key Words	Teacher Role	Student Role
Infer, categorize, organize and display, compare-contrast, modify, predict, interpret, distinguish, estimate, extend patterns, interpret, use context clues, make observations, summarize, translate from table to graph, classify, show cause/effect, relate, edit for clarity	Questions to differentiate, infer, or check conceptual understanding, models, organizes/reorganizes, explores possible options or connections, provides examples and non-examples	Solves routine problems/tasks involving multiple decision points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates/explains with examples or models, examines

Possible Products

- Captioned Photos Summary
- Timeline
- Demonstration
- Presentation Interview
- Diary entry
- Graphic organizer
- Reverse-Engineering
- Cracking Codes Outline
- Relationship Mind Maps
- Blog Commenting
- Survey development
- Spreadsheet
- Science logs

Potential Activities

- Sequence a key chain of events and supporting details using a timeline, cartoon strip, outline or flow chart
- Write a summary /informational report or develop an outline of central ideas and supporting details
- Develop a concept map or diagram showing a process or describing relationships about a topic of study
- Explain a series of steps used to find a solution
- Construct a model to demonstrate how it looks or works
- Make a diorama to illustrate/explain an event
- Write a diary/blog entry for a character or historical figure
- Make a captioned scrapbook or photo essay about the area of study
- Make a topographic map using data provided/data collected
- Make a puzzle or game about the topic
- Explain the meaning of a concept using words, objects, and/or visuals
- Demonstrate how to perform a particular task
- Complete complex recognition tasks that involve recognizing concepts and processes that may vary in how they "appear"
- Complex calculation tasks involving decision point s (e.g., standard deviation)
- Identify appropriate strategies or sources for conducting research projects that involve locating, collecting, organizing and displaying, and summarizing information
- Create a questionnaire or survey to answer a question
- Conduct measurement or observational tasks that involve organizing the data collected into basic presentation forms such as a table, graph, Venn diagram, etc.
- Participate in a simulation in order to understand and describe differing perspectives

Potential Questions

How or why would you use ...?
What examples/non-examples can you find to ...?
How would you organize_ to show ...?
How could you show your understanding of ... ?
What approach/tools would you use to ...?
How would you apply what you learned to develop ... ?
What other way could you solve/find out...?
What is your prediction … and why?
How would you organize these facts/observations?
If you changed these elements … what would/might happen ?
What facts are relevant to show ...?
What questions would you ask in an interview /survey about ...?
What question is being asked in this problem?

ELA, History & Social Studies Alignment to Bloom's Taxonomy (source: Hess ELA-SS CRM)

Revised Bloom's Taxonomy	Webb's DOK Level 2 | Skills & Concepts
REMEMBER Retrieve knowledge from long-term memory, recognize, recall, locate, identify	Not Applicable
UNDERSTAND Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	▪ Specify, explain, show relationships, explain why, cause-effect ▪ Give non-examples/examples ▪ Summarize results, concepts, ideas in one text or one data set ▪ Make basic inferences or logical predictions from data or texts ▪ Identify main ideas or accurate generalizations of texts or issues ▪ Locate information to support explicit-implicit central ideas
APPLY Carry out or use a procedure in a given situation, carry out (apply) to a familiar task, or use (apply) to an unfamiliar task	▪ Use context to identify the meaning of words/phrases ▪ Obtain and interpret information using text features ▪ Develop a text that may be limited to one paragraph ▪ Apply simple organizational structures (paragraph, sentence types) in writing
ANALYZE Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g.for bias or point of view)	▪ Categorize/compare library elements, terms, facts/details, events ▪ Identify use of literary devices ▪ Analyze format, organization & internal text structure (e.g., signal words, transitions, semantic cues) of different texts ▪ Distinguish relevant-irrelevant information, fact/opinion ▪ Identify characteristic text features; distinguish between texts, genres
EVALUATE Make judgments based on criteria, check, detect inconsistencies, or fallacies, judge, critique	Not Applicable
CREATE Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	▪ Generate conjectures or hypotheses based on observations or prior knowledge and experience

Math & Science Alignment to Bloom's Taxonomy (source: Hess Math-Science CRM)

Revised Bloom's Taxonomy	Webb's DOK Level 2 | Skills & Concepts
REMEMBER Retrieve knowledge from long-term memory, recognize, recall, locate, identify	Not Applicable
UNDERSTAND Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	▪ Specify and explain relationships (e.g., non-examples/examples, cause-effect) ▪ Make and record observations ▪ Explain steps followed ▪ Summarize results or concepts ▪ Make basic inferences or logical predictions from data/observations ▪ Use models (e.g., diagrams to represent or explain mathematical concepts) ▪ Make and explain estimates
APPLY Carry out or use a procedure in a given situation, carry out (apply to a familiar task), or use (apply) to an unfamiliar task	▪ Select a procedure according to criteria and perform it ▪ Solve routine problem applying multiple concepts or decision points ▪ Retrieve information from a table, graph, or figure and use it to solve a problem requiring multiple steps ▪ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) ▪ Construct models given criteria
ANALYZE Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	▪ Categorize, classify materials, data, figures based on characteristics ▪ Organize or order data ▪ Compare/contrast figures or data ▪ Select appropriate graph and organize & display data ▪ Interpret data from a simple graph ▪ Extend a pattern
EVALUATE Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	Not Applicable
CREATE Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	▪ Generate conjectures or hypotheses based on observations or prior knowledge and experience