

Support Materials for Core Content for Assessment

Version 4.1

Arts and Humanities

April 2007
Kentucky Department of Education

Introduction to Depth of Knowledge (DOK) – Based on Norman Webb’s Model

According to Norman L. Webb (“Depth of Knowledge Levels for Four Content Areas,” (March 28, 2002), interpreting and assigning depth-of-knowledge levels to both objectives within standards and assessment items is an essential requirement of alignment analysis.

Four Depth of Knowledge (DOK) levels were developed by Norman Webb as an alignment method to examine the consistency between the cognitive demands of standards and the cognitive demands of assessments.

Depth of Knowledge (DOK) Levels for Arts and Humanities

Descriptors of DOK Levels for Arts and Humanities (based on Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSSO, December 2002)

Recall and Reproduction – Depth of Knowledge (DOK) Level 1

Depth of Knowledge Level 1 involves the recall of information (definition, term, fact, concept), and/or the use of a simple interpretive process, based on observation and/or past experience with an art form. Application of knowledge to given problems at this level requires a basic understanding of information and/or interpretation skills. Simple procedures such as “identify,” “recognize,” “recall,” or “define,” generally represent the cognitive work at Level 1. Typically Level 1 items require only one step to complete.

A student answering a Level 1 item either knows the answer or does not: that is, the answer does not need to be “figured out” or “solved.” The knowledge necessary to answer an item automatically provides the answer to the item.

Some examples that represent but do not constitute all of Level 1 performance are:

- Define arts elements.
- Identify arts elements in examples.
- Identify purposes for creating arts, styles in the arts, or genre.
- Identify artworks from specified cultures or historical periods.

Skills and Concepts/Basic Reasoning – Depth of Knowledge (DOK) Level 2

Skills and Concepts/Basic Reasoning includes information processing beyond simply recalling. Items require students to make some decisions about how to approach the question or problem. Students will be required to make “observations,” make basic “analysis” or “interpretation” of the provided information, and draw conclusions. At this level students may be asked to “describe,” “interpret,” or “explain” how or why an artist applied arts elements in a work.

Some action verbs, such as “explain,” “describe,” or “interpret,” could be classified at various DOK levels, depending on the complexity of the action. For example, information that requires describing the elements in artworks, or explaining a procedure such as how to create a collage, read music notation or symbols, or interpreting stage directions in a written script is at Level 2.

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

- Select and describe arts elements in detail from a given example.
- Describe or explain how given artworks reflect society.
- Provide a basic interpretation of given arts examples.
- Explain the purpose of a given artwork.
- Classify artworks by genre, style, historical period.

Strategic Thinking/Complex Reasoning – Depth of Knowledge (DOK) Level 3

Strategic Thinking/Complex Reasoning requires more demanding reasoning, planning, using evidence, and a higher level of processing information than the previous two levels. Problems that have more than one answer, and require students to go beyond explaining how or why to justifying their interpretations or conclusions through application and evidence are at Level 3.

Items at Level 3 include drawing conclusions; making interpretations; citing evidence; analyzing the use of elements and principles; using concepts to solve problems; analyzing similarities and differences; proposing alternate solutions or revisions; and analyzing connections across time and place.

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

- Critique given artworks and justify interpretations or conclusions with evidence.
- Explain the use of elements in artworks and support interpretations, citing evidence involving the artist’s manipulation of elements, and how this contributes to the meaning and /or purpose of the artworks.

- Analyze the effect of society and historical style periods on the creation of arts or analyze the impact of arts on society, justifying conclusions with evidence.
- Analyze similarities and differences in artworks, support analysis with details (evidence) from the artworks or arts processes.
- Expressively create and/or perform artworks for an audience using provided procedures or directions.
- Plan new or revise various arts products.

Extended Thinking/Reasoning – Depth of Knowledge (DOK) Level 4

Extended Thinking/Reasoning requires complex reasoning like Level 3 with the addition of making choices in planning, developing, and investigating, most likely over an extended period of time. The extended time period is not the distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking.

Level 4 requires a synthesis of knowledge and information and examining alternative perspectives from a variety of sources. It can also involve applying arts concepts to new situations and planning and creating new artworks or products. Students will be required to relate concepts within the arts and/or among other content areas in order to be performing at the highest degree of Level 4.

Performance assessments involving creating and performing the arts, and open-ended activities that require students to design and solve problems through production or open-ended tasks are often, but not always, Level 4 activities. These activities due to the time involved cannot be assessed on the state grade level assessments, but should be assessed locally.

Some examples that represent but do not constitute all of Level 4 performance are:

- Compare multiple artworks by the same artist, artworks from similar time periods, compare two or more art forms from the same time period, investigate the impact of time, place, and personality on the arts if the investigation results in conclusions that are supported by evidence gathered from a variety of sources and/or contents over an extended time.
- Choose or create expressive artworks to present to an audience after analysis, planning /designing, and selecting the appropriate media/tools/procedures to communicate a desired meaning.

Table 1: Applying Webb’s Depth of Knowledge Levels for Arts and Humanities –

(Adapted from Karin Hess, Center for Assessment/NCIEA by the Kentucky Department of Education, 2005)

Webb’s DOK Levels			
Recall & Reproduction (DOK 1)	Skills & Concepts/ Basic Reasoning (DOK 2)	Strategic Thinking/ Complex Reasoning (DOK 3)	Extended Thinking/ Reasoning (DOK 4)
<ul style="list-style-type: none"> • Identify who, when, what where, and why • Recall facts, terms, concepts, trends, generalizations and theories • Use a variety of tools • Recognize or identify specific information contained in graphics. • Identify specific information in artworks • Define 	<ul style="list-style-type: none"> • Describe or explain how or why • Give an example • Describe and explain issues and problems, purposes, patterns, sources, reasons, points of view or processes • Compare artworks and concepts used in artworks • Classify, sort items into meaningful categories • Convert information from one form to another 	<ul style="list-style-type: none"> • Use concepts to solve problems • Use evidence to justify • Propose and evaluate solutions to problems • Recognize and explain misconceptions • Cite evidence and develop a logical argument for concepts • Reason and draw conclusions • Disseminate among plausible answers • Analyze similarities and differences in issues and problems • Apply concepts to new situations 	<ul style="list-style-type: none"> • Connect and relate ideas and concepts within the content area or among content areas • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes and concepts are found across time and place • Make predictions with evidence as support • Develop a logical argument • Plan and develop solutions to problems • Analyze and synthesize information from multiple sources • Complex reasoning with planning, investigating or developing a product that will

Table 1: Applying Webb’s Depth of Knowledge Levels for Arts and Humanities –

<ul style="list-style-type: none"> • Describe (recall, recite or reproduce information) • Identify purposes 		<ul style="list-style-type: none"> • Make connections across time and place to explain a concept or big idea • Recognize and explain patterns • Make and support decisions • Evaluate effectiveness and impact 	<p>most likely require an extended period of time-must require applying significant conceptual understanding and higher-order thinking</p> <ul style="list-style-type: none"> • Apply and adapt information to real-world situations • Participation in simulations and activities requiring higher-level thinking (e.g., concerts, exhibits, productions)
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Depth of Knowledge as a “Ceiling”

Core Content statements are identified with a Depth of Knowledge (DOK) level. This level represents the highest level (ceiling) that items will be designed for the Kentucky Core Content Test.

It is important to note, however, that items will also be developed below the ceiling level. Table 2 provides three examples of arts and humanities statements with different “ceilings,” that is, the highest DOK Level at which an item could be assessed. Table 2 also indicates the other DOK levels at which an item could be assessed.

**Table 2: Depth of Knowledge Sample Chart –
Using the Same Content Statement Across DOK levels/Grade spans
(Kentucky Department of Education, 2005)**

Webb’s DOK Levels			
Recall & Reproduction (DOK 1)	Skills and Concepts/ Basic Reasoning (DOK 2)	Strategic Thinking/ Complex Reasoning (DOK 3)	Extended Thinking/Reasoning (DOK 4)
AH-HS-1.1.1 Students will analyze or evaluate the use of elements of music in musical compositions. DOK 3			
Identify elements of music.	Describe elements in music examples.	Explain the use of elements in musical examples and support with evidence from the music.	Compare the use of elements in various examples of music, art, dance, and/or drama from a historical style period, analyze and explain commonalities and how this reflects beliefs of the time period.
AH-05-2.2.1 Students will describe or explain how dance has been a part of cultures and periods throughout history. DOK 2			
Identify Appalachian dances.	Describe purposes for Native American dances.	Explain how dances from different cultures are similar and/or different.	Research and identify West African and/or Native American dance characteristics and explain how those characteristics are reflected in modern day social dances.

AH-08-3.3.1 Students will compare or explain how drama/theatre fulfills a variety of purposes. DOK 2			
Identify purposes for drama/theatre.	Describe the differences between dramatic works created for various purposes.	Describe a work of drama created for a specific purpose and explain how it will fulfill that purpose, using examples from the work to justify conclusions.	Create a dramatic work for a specific purpose to communicate specific ideas, thoughts, or feelings, and perform it for an audience.
AH-HS-1.4.1 Students will analyze or evaluate the use of elements of art and principles of design in a variety of artworks. DOK 3			
Identify examples of rhythm in artworks.	Describe color schemes used in various artworks.	Choose an element and/or principle of design featured in an artwork and explain how the artist used it to communicate meaning. Justify your conclusions using examples from the artwork.	Research artworks that feature principles of design as prominent features of the work. Based on the research, choose one or more principles of design and create an artwork that features that principle(s). Exhibit the artwork with and artist statement explaining the meaning of the artwork and the specific use of the principle of design in achieving the meaning.

**Table 3: Depth of Knowledge Sample Chart -
 Using Same Verb Across DOK Levels and Grade Spans
 (Kentucky Department of Education, 2005)**

Arts and Humanities Core Content Statement	Ceiling	Recall and Reproduction (DOK 1)	Skills and Concepts/Basic Reasoning (DOK 2)	Strategic Thinking/Complex Reasoning (DOK 3)	Extended Thinking/Reasoning (DOK 4)
AH-05-1.1.1 Students will analyze or explain the use of elements of music in a variety of music. DOK 3	3		Explain how tempo is used in music examples.	Using examples to justify your answer, explain how a musician has used elements to communicate specific meaning in a musical example.	Use a variety of sources to research and analyze music of the Colonial period and explain similarities and/or differences between music in the Colonies and that in European countries of the same time period.
AH-08-1.4.1 Students will compare or evaluate works of visual art using elements of art and principles of design. DOK 3	3		Explain how shape is used in example artworks.	Using examples to justify your answer, explain how an artist has used elements and/or principles of design to communicate specific meaning in a visual art example.	Using multiple sources, research an artist and analyze his/her use of elements and/or principles of design over time, and explain how the artist’s work evolved over time and what might have influenced changes.

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AH-HS-2.3.1 Students will analyze or evaluate how factors such as time, place, and ideas are reflected in drama. DOK 3	3		Explain features of Melodrama.	Explain the development of Elizabethan theatre using examples from the period to support your explanation.	Research drama/theatre in the 20 th century United States and explain the impact of technology on development of theatrical arts.
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**Depth of Knowledge (DOK) Annotations for
2004 Released Items – Arts and Humanities
(Kentucky Department of Education, 2005)**

Grade 5 Items Without Annotations

(Graphic is treble clef staff with whole notes FACE.)

Use the music below to answer question 1.

1. The notes in the spaces of the treble clef music staff shown above from bottom to top are
- FACE.
 - FGAB.
 - CAGE.
 - EGBD.

2. In dancing, the use of energy while moving is called

- tempo.
- shape.
- force.
- level.

The Dancing Animals

7. Your class is going to make up a play about animals that can dance. Your job is to create two characters for the play.

- Name TWO characters that could be in a play about dancing animals. Describe what the characters would look like and what they would wear.
- For EACH of the two characters, describe the character's part (what the character does) in the play.

Using Colors

8. An artist can use colors to help create a mood or feeling in a painting. Three different color groups that an artist can use to help create a mood or feeling are WARM COLORS (such as red, yellow, and orange), COOL COLORS (such as blue, green, and violet) and NEUTRAL COLORS (such as black, brown, gray, and white).

a. Name a part of the painting where the artist uses WARM COLORS, a part where the artist uses COOL COLORS, and a part where the artist uses NEUTRAL COLORS.

b. Describe the mood or feeling of the artist's painting. Explain how the colors chosen by the artist help create this mood or feeling.



Charmion von Wiegand, *Untitled (Cat in Window)*, n.d. Oil on canvas, 20 ¼ x 24 in. Gift of Marion Hammett Smith, National Museum of Women in the Arts. © The Estate of Charmion von Wiegand; Courtesy of Michael Rosenfeld Gallery, LLC, New York, NY.

(Colors indoors are warm yellow, red, or neutral e.g., black and white cat. Outdoor colors are cool with are shades of blue, purple, and green, or neutral white snow, brown mailbox post, tree trunks, etc.)

Grade 8 Items Without Annotations

2. Which is an element of dance?

- a. time
- b. value
- c. texture
- d. medium

3. In theater, if an audience has the same feelings or reactions as those of a character, the audience is experiencing

- a. empathy.
- b. motivation.
- c. suspense.
- d. spectacle.

Creating a Scene

8. Many books are the basis for plays or movies. Creating a play or movie based on a book involves decisions about such things as scenery, costumes, and props.

Choose a chapter or chapters from a book you have read that could be made into a scene for a play or movie.

- a. Identify the book and briefly describe what happens in the chapter or chapters you have chosen.
- b. Describe the scenery, costumes, and props that would be needed to perform the scene.
- c. Explain how the scenery, costumes, and props would help create the right mood.

Grade 11 Items Without Annotations

1. The Renaissance period was an important period in music history. The term renaissance means

- a. recovery
- b. rebirth
- c. illumination
- d. exploration

2. What style of dance would **most** likely portray a story or thematic idea?

- a. aerobic dancing
- b. line dancing
- c. ballet
- d. rondo

4. Complementary colors are two colors at opposite points on the color wheel. Which colors are complementary?

- a. red and orange
- b. green and yellow
- c. violet and green
- d. orange and blue

Time Machine to the 60s

6. You are able to travel through time via a time machine. You choose to travel to the decade of the 1960s because you have a report due for your humanities class. Since your report is about music of that decade, you visit several years during the 1960s to listen to music of that period.

- a. Describe two ways that the issues and/or events of the 1960s (for example, the Civil Rights movement, the Vietnam War) affected the music of that time period.
- b. Describe two effects that music had on social change and/or people's beliefs in the 1960s.

Common Dance Elements

7. Different cultures often have different dance styles. One way that the differences in dance styles are expressed is through the dance elements of space, time, and force.

- a. Identify two dance styles that are very different from each other and that are from different cultures. Be sure to identify the culture that each of the two dance styles represents.
- b. Describe how each of the two dance styles uses the dance elements of space, time, and force. Be specific.

Grade 5 Annotated Items

(Graphic is treble clef staff with whole notes FACE.)

Use the music below to answer question 1.

1. The notes in the spaces of the treble clef music staff shown above from bottom to top are
- FACE.
 - FGAB.
 - CAGE.
 - EGBD.

Arts and Humanities Grade-5, item 1- Depth Of Knowledge Level 1

Core Content 4.1 code AH-05-1.1.1 (answer a.)

This item requires the student to recognize memorized information.

2. In dancing, the use of energy while moving is called
- tempo.
 - shape.
 - force.
 - level.

Arts and Humanities Grade-5, item 2-Depth Of Knowledge Level 1

Core Content 4.1 code AH-05-1.2.1 (answer c.)

This item requires that the students recall a definition.

The Dancing Animals

7. Your class is going to make up a play about animals that can dance. Your job is to create two characters for the play.

- Name TWO characters that could be in a play about dancing animals. Describe what the characters would look like and what they would wear.
- For EACH of the two characters, describe the character's part (what the character does) in the play.

Arts and Humanities Grade-5, item 7-Depth Of Knowledge Level 2

Core Content 4.1 code AH-05-1.2.1

This item requires the students to make some decisions and goes beyond simple recall of information in that students are required to consider how character can be created in a play. Since students do not go beyond naming, describing characters and roles, answering this item does not extend beyond a level 2 Depth of Knowledge. A DOK level 3 item would require the students to explain or justify their thinking or develop logical arguments for their choices.

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Using Colors

8. An artist can use colors to help create a mood or feeling in a painting. Three different color groups that an artist can use to help create a mood or feeling are WARM COLORS (such as red, yellow, and orange), COOL COLORS (such as blue, green, and violet) and NEUTRAL COLORS (such as black, brown, gray, and white).

a. Name a part of the painting where the artist uses WARM COLORS, a part where the artist uses COOL COLORS, and a part where the artist uses NEUTRAL COLORS.

b. Describe the mood or feeling of the artist's painting. Explain how the colors chosen by the artist help create this mood or feeling.



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(Colors indoors are warm yellow, red, or neutral e.g., black and white cat. Outdoor colors are cool with are shades of blue, purple, and green, or neutral white snow, brown mailbox post, tree trunks, etc.)

Arts and Humanities Grade-5, item 8-Depth Of Knowledge Level 3

Core Content 4.1 code AH-05-1.4.1

This item requires that students recognize color groups, make an interpretation of the mood created with the use of color and then explain or justify their interpretation.

Grade 8 Annotated Items

2. Which is an element of dance?
- a. time
 - b. value
 - c. texture
 - d. medium

*Arts and Humanities Grade-8, item 2-Depth of Knowledge Level 1
Core Content 4.1 code AH-08-1.2.1 (answer a.)*

This item requires that the students identify one of the three elements of dance.

3. In theater, if an audience has the same feelings or reactions as those of a character, the audience is experiencing
- a. empathy.
 - b. motivation.
 - c. suspense.
 - d. spectacle.

*Arts and Humanities Grade-8, item 3-Depth Or Knowledge Level 1
Core Content 4.1 code AH-08-1.4.1 (answer a.)*

This item requires that the students recall a definition.

Creating a Scene

8. Many books are the basis for plays or movies. Creating a play or movie based on a book involves decisions about such things as scenery, costumes, and props.

Choose a chapter or chapters from a book you have read that could be made into a scene for a play or movie.

- a. Identify the book and briefly describe what happens in the chapter or chapters you have chosen.
- b. Describe the scenery, costumes, and props that would be needed to perform the scene.
- c. Explain how the scenery, costumes, and props would help create the right mood.

*Arts and Humanities Grade-8, item 8-Depth Of Knowledge Level 3
Core Content 4.1 code AH-08-1.4.1*

This item requires students choose scenery, costumes and props that connect with a scenario involving some interpretation of the story, and explain how their choices contribute to the meaning of the story. The students are taking one form of a story and re-conceptualizing it into a new form with justification of their choices.

Grade 11 Annotated Items

1. The Renaissance period was an important period in music history. The term renaissance means
- a. recovery
 - b. rebirth
 - c. illumination
 - d. exploration

Arts and Humanities-Grade 11, item 1-Depth Of Knowledge Level 1
Core Content 4.1 code AH-HS-2.1.1, 2.2.1, 2.3.1, 2.4.1 (answer b.)
This item requires that students recall a definition.

2. What style of dance would **most** likely portray a story or thematic idea?
- a. aerobic dancing
 - b. line dancing
 - c. ballet
 - d. rondo

Arts and Humanities Grade 11, item 2-Depth Of Knowledge Level 2
Core Content 4.1 code AH-HS-1.2.1 (answer c.)

This item requires that the students make a choice of which dance style would best be suited to portray a story or thematic idea. The students must use basic knowledge of the dance styles (rondo is a choreographic form not a style) and then make a determination beyond recognition of the dance styles.

4. Complementary colors are two colors at opposite points on the color wheel. Which colors are complementary?
- a. red and orange
 - b. green and yellow
 - c. violet and green
 - d. orange and blue

Arts and Humanities Grade 11, item 4-Depth Of Knowledge Level 1
Core Content 4.1 code AH-HS-1.4.1 (answer d.)

This item requires that students be able to recognize complementary colors.

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Time Machine to the 60s

6. You are able to travel through time via a time machine. You choose to travel to the decade of the 1960s because you have a report due for your humanities class. Since your report is about music of that decade, you visit several years during the 1960s to listen to music of that period.

- a. Describe two ways that the issues and/or events of the 1960s (for example, the Civil Rights movement, the Vietnam War) affected the music of that time period.
- b. Describe two effects that music had on social change and/or people's beliefs in the 1960s.

Arts and Humanities Grade 11, item 6-Depth Of Knowledge Level 3

Core Content 4.1 code AH-HS-2.1.1

This item requires that students use information from multiple sources including United States history of the 1960's era. Bringing that social studies knowledge into the answer students must choose an issue or event such as the civil rights movement or Vietnam war, describe how it is reflected in music of the time, and then describe two effects that music had on social change or beliefs of the people of that decade. The question requires analysis and synthesis of information, drawing on evidence from multiple sources then planning a cohesive answer based on that evidence. The item relies on bringing together prior knowledge and does not include a new investigation to further develop knowledge and understanding, and therefore falls into a depth of knowledge at level 3.

Common Dance Elements

7. Different cultures often have different dance styles. One way that the differences in dance styles are expressed is through the dance elements of space, time, and force.

- a. Identify two dance styles that are very different from each other and that are from different cultures. Be sure to identify the culture that each of the two dance styles represents.
- b. Describe how each of the two dance styles uses the dance elements of space, time, and force. Be specific.

Arts and Humanities Grade 11, item 7-Depth Of Knowledge Level 2

Core Content 4.1 code AH-HS-2.2.1

This item requires students identify two dance styles and the cultures they represent. The first part of this question is at the recall level. Students must then describe those dances and the use of dance elements within the dance styles. Students are not required to provide support or justification for their conclusions but rather provide a detailed description of movements and use of elements in the chosen dance forms. They choose two "very different" dance styles but are not asked to compare them directly to each other.