

K-LEVEL ASSIGNMENT HOW TO

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What are K-levels (knowledge levels)?

K-levels (knowledge levels) indicate the different ways that knowledge is used on the job. Since K-levels are related to the knowledge domain only, they are only assigned to learning objectives that are “knowledge” duties and tasks. “Hands-on” duties and tasks are designated with an “S” and have no other level assigned.

The purpose of assigning K-levels to knowledge duties and tasks is to facilitate the writing of objectives, the selection of appropriate instructional strategies, and the construction of appropriate test items to measure the learning and mastery of the objectives.

(Source: NAVEDTRA 130A, Volume I, 8-3-1 to 8-3-4)

What are the individual K-levels?

There are five K-levels. Each of these K-levels is summarized in the table below. To read more about a particular K-level, click on the appropriate the link in the “K-Level” column.

K- Level	Summary Definitions
K5 (Analyze/Synthesize/Evaluate)	Knowing the “how they work”
K4 (Apply)	Knowing and using the “how to”
K3 (Comprehend)	Knowing and explaining the “whys”
K2 (Recall)	Knowing and remembering the “what is”
K1 (Recognize)	Knowing the “what is” by sight or sound

(Source: NAVEDTRA 130A, Volume I, 8-3-1 to 8-3-4)

K5: Analyze/Synthesize/Evaluate

Analysis is about understanding elements of data and how they relate to each other. The student must demonstrate the ability to break a whole down into parts in order to arrive at a greater level of understanding. At this level, the student demonstrates knowledge by explaining the “how it works” associated with a given component of a duty or task.

Example:

- Diagnose pressure and non-pressure related injuries.

In this task, the student is analyzing the difference between pressure and non-pressure related injuries.

(Source: NAVEDTRA 130A, Volume II, A-2-8)

Synthesis is the ability to put parts together to form new patterns or structures such as a unique communication, a plan of operation, or a set of abstract relations. In synthesis, the student demonstrates the ability to conceptualize information. At this level, the student demonstrates knowledge by explaining the “how to create it” associated with a given component of a duty or skill.

Example:

- Plan for effects of undersea environment on light, heat, and sound.

In this task, the student is using knowledge of light, heat, and sound to create a plan for the effects of the undersea environment.

(Source: NAVEDTRA 130A, Volume II, A-2-5)

Evaluation involves judging the value or effectiveness of procedures or solutions based on data, criteria, or standards. At this level, the student demonstrates the ability to determine and judge “what is right” and “how something works” in a relative (evaluative) framework.

Example:

- Determine the best method for stowing ammunition on a ship.

In this task, the student is judging the effectiveness of different methods for stowing ammunition on a ship and then using criteria to determine the best method.

(Source: NAVETRA 130A, Volume I, 8-3-4)

K4: Apply

Application involves the ability to use acquired knowledge in a situation not specifically demonstrated during instruction, but job related. At this level, the student is demonstrating knowledge by explaining “how to” perform a given component of a duty or task.

Example:

- Determine resistance values from circuit diagrams.

In this task, the student must use a series or parallel formula to determine the resistance in a circuit.

(Source: NAVEDTRA 130A, Volume I, 8-3-3)

K3: Comprehend

Comprehension involves understanding what was taught. Here the student goes further than simply demonstrating an ability to recall or recognize information. Comprehension can be demonstrated by interpreting, explaining, translating, or summarizing information. At this level, the

student is demonstrating knowledge by stating the “whys” associated with a particular component of a duty or task.

Example:

- Identify considerations that affect dive planning.

In this task, the student demonstrates understanding (comprehension) by explaining the considerations that affect dive planning. Note that in this example, if the student is simply recalling information exactly as it was presented, then the task is K2: Recall.

(Source: NAVEDTRA 130A, Volume 2, A-2-6)

K2: Recall

Recall is the verbatim remembering of specific terms, facts, rules, methods, principles, procedures, and objects that have been presented during training. At the K2 level the student knows, remembers, and states the “what is” associated with a particular component of a duty or task.

Example:

- List the steps of an emergency procedure.

In this example, students are required to recall the steps associated with performing an emergency procedure. They demonstrate this knowledge by listing the steps.

(Source: NAVEDTRA 130A, Volume I, 8-3-3)

K1: Recognize

Recognition is the process of verbatim identification (recognition) of specific terms, facts, rules, methods, principles, procedures, and objects that have been presented during training. At the K1 level the student demonstrates knowledge of the “what is” by sight or sound, selecting from alternatives.

Example:

- Recognize dangerous marine life.

In this task, the student is required to demonstrate knowledge of which marine life is dangerous. Note that, at this level, the student is demonstrating by sight, by selecting from alternatives, and not from memory.

(Source: NAVEDTRA 130A, Volume I, 8-3-2; NAVEDTRA 130A, Volume II, A-2-8)

How to I assign a K-level to duties and tasks?

K-levels are only assigned to “knowledge” duties and tasks. Only one K-level can be assigned to an individual duty or task. Keep the following rules in mind as you select and assign a K-level to your knowledge duties and tasks:

1. Read the duty or task carefully, and make sure it is a knowledge duty/task. If the duty or task is not a knowledge duty or task, you should not assign a K-level. If it is a knowledge duty/task, continue to the next step.
2. Assign the K5 level if the student is to perform analysis, synthesis, or evaluation:

- Assign K5 (Analyze) if the student is required to understand the elements of data – and the relationships among data. In other words, the student must demonstrate the ability to break a whole down into parts.
 - Assign K5 (Synthesize) if the student is required to put parts together to form new patterns or structures. In other words, the student must demonstrate the ability to conceptualize information.
 - Assign K5 (Evaluate) if the student is required to make a judgment based on given standards or criteria. In other words, the student must demonstrate the ability to judge the value or effectiveness of procedures or solutions based on data, criteria and standards.
3. Assign K4 (Apply) if the student is required to use acquired knowledge in a situation not specifically demonstrated during instruction. The student must demonstrate knowledge by explaining “how to” perform a given component of a duty or task.
 4. Assign K3 (Comprehend) if the student is required to understand rather than simply memorize what was taught. In other words, the student must be able to interpret, explain, translate, or summarize information.
 5. Assign K2 (Recall) if the student is required to remember specific terms, facts, and rules. Note that the student must respond from memory rather than simply recognizing what was taught.
 6. Assign K1 (Recognize) if the student is required to identify specific terms, facts, rules, methods, principles, and objects by sight or sound. In other words, the student must demonstrate knowledge of “what is” by sight or sound, by selecting from alternatives.

(Source: NAVEDTRA 130A, Volume I, 8-3-1 to 8-3-4)

What does a K-level report look like?

Following is a sample K-Level report from the “Charting a Course” system. The sample shows two duties and some supporting tasks from the Navy SCUBA Diver course that is available in NAVEDTRA 130A, Volume II, A-2-1 to A-2-10. This is not a complete report. The duties and tasks are presented for example purposes only.

Charting a Course: Objectives Module			
K-LEVELS			
NAVY SCUBA DIVER			
A-433-0023A			
Date Modified: MM/DD/YYYY			
<u>No.</u>	<u>Duty/Task</u>	<u>S/K</u>	<u>K-Level</u>
1.0	Qualify as a SCUBA diver.	S	
1.1	Meet SCUBA diver physical conditioning level.	S	
1.2	Select SCUBA diver equipment for qualification dives	K	K2: Recall

1.3	Comply with SCUBA diving safety requirements.		
2.0	Plan open circuit SCUBA diving operations.	S	
2.1	Identify considerations that affect dive planning.	K	K5: Analyze/Synthesize/Evaluate
2.2	Perform water entries and exits.	S	