Depth of Knowledge Levels

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| **DOK Level 1 - Recall & Reproduction**  Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. 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.” | | | | | | | | | |
| **Products** | | | **Question Stems** | **Teacher Role** | | | **Student Role** | | **Activities** |
| Quiz  Worksheet  Show and Tell | | | Can you recall\_\_\_\_\_\_?  What is\_\_\_\_\_?  Who was \_\_\_\_? | Directs  Shows  Demonstrates | | | Responds  Memorizes  Restates | | - Make a timeline  - Write and perform...  - Write a brief outline |
| **DOK Level 2 – Working With Skills & Concepts**  Includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories ; describe or explain issues and problems, patterns , cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.” The learner should make use of information in a context different from the one in which it was learned. Elements found in a curriculum that fall in this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting. The subject matter content at this particular level usually involves working with a set of principles, categories, heuristics, and protocols. | | | | | | | | | |
| **Products** | | **Question Stems** | | | **Teacher Role** | **Student Role** | | **Activities** | |
| Presentation  Interview  Journal | | - How would you apply what you learned to develop \_\_\_\_?  - How would you compare \_\_\_\_? Contrast\_\_\_\_\_?  - How could you organize\_\_\_? | | | Shows  Evaluates  Organizes | Constructs  Compiles  Illustrates | | - Construct a model to demonstrate how it looks or works  - Make a diorama to illustrate an event  - Make up puzzle or game about the topic | |
| **DOK Level 3 – Short-term Strategic Thinking**  Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve  real-world problems with predictable outcomes. Stating one’s reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create. | | | | | | | | | |
| **Products** | **Question Stems** | | | | **Teacher Role** | **Student Role** | | **Activities** | |
| Graph  Debate  Film | - How is \_\_\_\_ related to \_\_\_\_?  - What conclusions can you draw \_\_\_\_\_?  - Can you elaborate on the reason\_\_\_? | | | | Guides  Organizes  Questions | Discusses  Argues  Examines | | - Use a Venn Diagram that shows how two topics are the same and different  - Prepare and conduct a debate  - Make a booklet about five rules you see as important. Convince others | |
| **DOK Level 4- Extended Strategic Thinking**  Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem is a key feature of curricular objectives that are assigned to this level. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage. | | | | | | | | | |
| **Products** | **Question Stems** | | | | **Teacher Role** | **Student Role** | | **Activities** | |
| Film  Project  Newspaper | - What conclusions and thesis can you draw?  - What information can you apply from one text to another text to develop a persuasive argument?  - What information can you gather to support your idea about\_\_\_? | | | | Extends  Analyzes  Reflects  Evaluates | Designs  Risks  Formulates  Creates | | - Applying information to solve ill-defined problems in novel situations  - Writing and/or research tasks that involve formulating and testing hypotheses over time  - Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event | |

Information collected, compiled, and organized from the following resources: Norman Webb’s Depth of Knowledge Guide for Career and Technical

Subjects; Schools Moving Up Webinar: [Depth of Knowledge and Critical Thinking Webinar](http://www.schoolsmovingup.net/cs/smu/view/e/5321); From Depth of Knowledge – Descriptors, Examples and

Question Stems for Increasing Depth of Knowledge in the Classroom. Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins