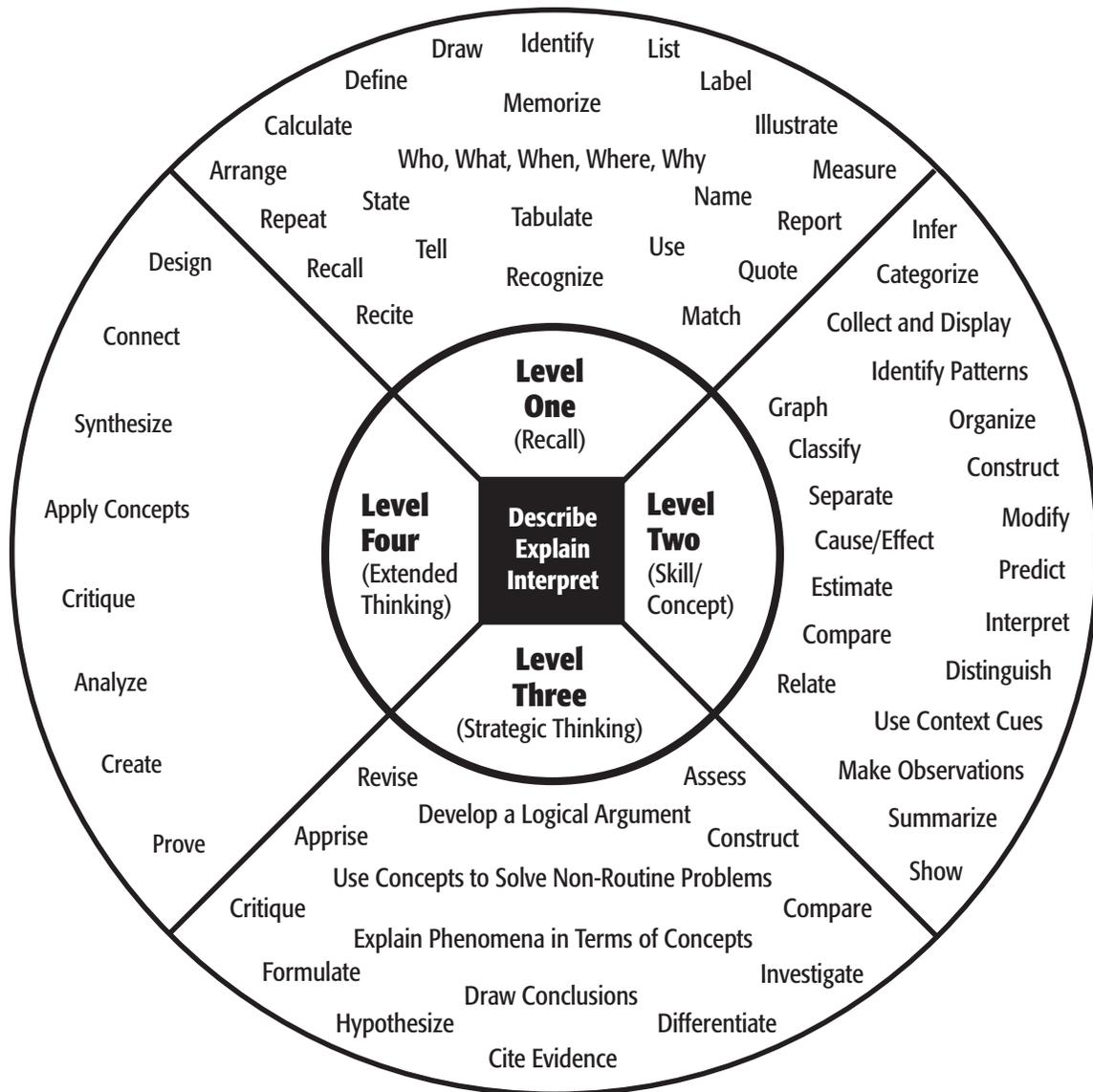


Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

<p style="text-align: center;">Depth of Knowledge –Level 3</p> <p>Students provide support for reasoning, apply complex and abstract thinking, and make decisions.</p>	<p style="text-align: center;">Depth of Knowledge –Level 4</p> <p>Students make connections, related ideas within the content or among content areas, and devise one approach among alternatives on how a situation can be solved.</p>
<p style="text-align: center;">Engagement Prompts</p> <p>What makes ____ better than/superior to ____? Explain or connect ideas using supporting evidence to ____. Analyze/synthesize information within one data source or text. What is the recurring theme in ____? Provide supporting details. Support your rationale. Evaluate and provide rationale. Verify the reasonableness of ____. What is your interpretation of ____? Cite evidence and develop a logical argument for ____. How is ____ related to ____? How would you adapt ____ to ____? How would your test ____? What would happen if ____?</p>	<p style="text-align: center;">Engagement Prompts</p> <p>Investigate and draw conclusions about how ____ impacts the world today. How would you adapt ____ to create ____ that would be applicable in the real world? Analyze and explain multiple perspectives/issues within or across time periods, events, or cultures. Analyze how similar themes or ideas are developed in multiple texts. Evaluate for real-world occurrence. Design ____ to improve ____. Justify your choice. Gather, organize, and interpret information from multiple sources. Write a research report.</p>
<p style="text-align: center;">Strategic thinking</p> <p>DOK Level 3 requires higher cognitive demands than the previous levels. Students explain/justify thinking and provide supporting evidence for reasoning or conclusions drawn. Level 3 tasks typically require reasoning, complexity, developing a plan or sequence of steps, and have more than one possible response or solution.</p>	<p style="text-align: center;">Extended thinking</p> <p>DOK Level 4 requires complex reasoning and time to research, plan, and problem solve, and think. Tasks involve investigation or application to the real world and include none-routine manipulations or connections with and across discipline, content areas, and multiple sources. Students select one approach among many alternatives. Tasks usually occur over an extended period of time</p>

*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.

<p style="text-align: center;">Revised Bloom's Taxonomy Level 4 Apply</p> <p>The student makes use of information in a context different from the one in which it was learned.</p>	<p style="text-align: center;">Revised Bloom's Taxonomy Level 5 Analyze</p> <p>The student breaks learned information into parts to explore understandings and relationships.</p>	<p style="text-align: center;">Revised Bloom's Taxonomy Level 6 Create</p> <p>The student creates new ideas, products, or viewpoints from previously learned information.</p>										
<p style="text-align: center;">Engagement Prompts</p> <p>Which other way would you choose to _____?</p> <p>Use other attributes/characteristics to group/sort _____.</p> <p>Explain another situation where _____.</p> <p>Which factors would you change if _____?</p> <p>What questions would you ask of _____?</p> <p>Which actions would you take if _____?</p> <p>What would the result be if _____?</p> <p>Why does _____ Work?</p>	<p style="text-align: center;">Engagement Prompts</p> <p>Determine if the information is based on fact or opinion.</p> <p>Explain what must have happened when _____.</p> <p>What conclusions can you draw _____?</p> <p>Which events could not have happened?</p> <p>What is similar to or different from _____?</p> <p>What is the motive/underlying them/message _____?</p> <p>What are other possible outcomes?</p> <p>Distinguish between _____.</p> <p>What is the relationship _____?</p>	<p style="text-align: center;">Engagement Prompts</p> <p>What changes could you make to revise _____?</p> <p>What theory can you propose for _____?</p> <p>Develop a plan/proposal that _____?</p> <p>What might be a solution to _____?</p> <p>How many ways can you _____?</p> <p>How could you improve _____?</p> <p>Devise your own way to _____.</p> <p>What might happen if _____?</p> <p>Generate hypotheses _____.</p> <p>What are the alternatives?</p> <p>Design a _____ to _____.</p>										
<p style="text-align: center;">Apply (level 4)</p> <p>Carry out or use a procedure in a given situation</p>	<p style="text-align: center;">Analyze (level 5)</p> <p>Break down a concept or idea into parts and determine the relationships among the parts.</p>	<p style="text-align: center;">Create (Level 6)</p> <p>Combine elements or ideas to form a whole; reorganized elements or ideas into new patterns or structures.</p>										
<p style="text-align: center;">Cognitive Processes</p> <p style="text-align: center;">Carrying out Executing Implementing Using</p>	<p style="text-align: center;">Cognitive Processes</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Differentiation</td> <td style="text-align: center;">Discrimination</td> </tr> <tr> <td style="text-align: center;">Distinguishing</td> <td style="text-align: center;">Finding Coherence</td> </tr> <tr> <td style="text-align: center;">Focusing</td> <td style="text-align: center;">Integrating</td> </tr> <tr> <td style="text-align: center;">Attributing</td> <td style="text-align: center;">Deconstruction</td> </tr> <tr> <td style="text-align: center;">Outlining</td> <td style="text-align: center;">Organizing</td> </tr> </table>	Differentiation	Discrimination	Distinguishing	Finding Coherence	Focusing	Integrating	Attributing	Deconstruction	Outlining	Organizing	<p style="text-align: center;">Cognitive Processes</p> <p style="text-align: center;">Construction Hypothesizing Designing Planning Generating Producing</p>
Differentiation	Discrimination											
Distinguishing	Finding Coherence											
Focusing	Integrating											
Attributing	Deconstruction											
Outlining	Organizing											

*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.



TEXAS LITERACY INITIATIVE



Making Connections

Grades 6-12

