Depth of Knowledge (DOK) Levels

**Level One Activities**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two Activities**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

**Level Three Activities**
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Give the author's purpose and describe how it affects the interpretation of a reading selection.
- Use context clues, evidence and analysis.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

**Depth of Knowledge/Rigor Chart and Checklist**

Use the following chart to help create and categorize assessment items. The range of rigor of the assessment items should reflect the rigor of the course content and instruction.

<table>
<thead>
<tr>
<th>Level</th>
<th>Learner Action</th>
<th>Key Actions</th>
<th>Sample Question Stems</th>
<th>Question Numbers/Portfolio Components</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1:</strong> Recall</td>
<td>Requires simple recall of such information as a fact, definition, term, or simple procedure.</td>
<td>List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat</td>
<td>How many...? Label parts of the.... Which is true or false...?</td>
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<td><strong>Level 2:</strong> Concept</td>
<td>Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.</td>
<td>Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify</td>
<td>Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....</td>
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<td><strong>Level 3:</strong> Strategic Thinking</td>
<td>Requires reasoning, planning, using evidence, and thinking at a higher level.</td>
<td>Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare</td>
<td>Construct a defense of.... Can you illustrate the concept of...? Apply the method used to determine...? Use evidence to support....</td>
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<td><strong>Level 4:</strong> Extended Thinking</td>
<td>Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.</td>
<td>Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support</td>
<td>Design x in order to..... Develop a proposal to.... Create a model that.... Critique the notion that...</td>
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