



# Depth of Knowledge

 DOK the Right Way...



# Depth of Knowledge

## Learning Intentions

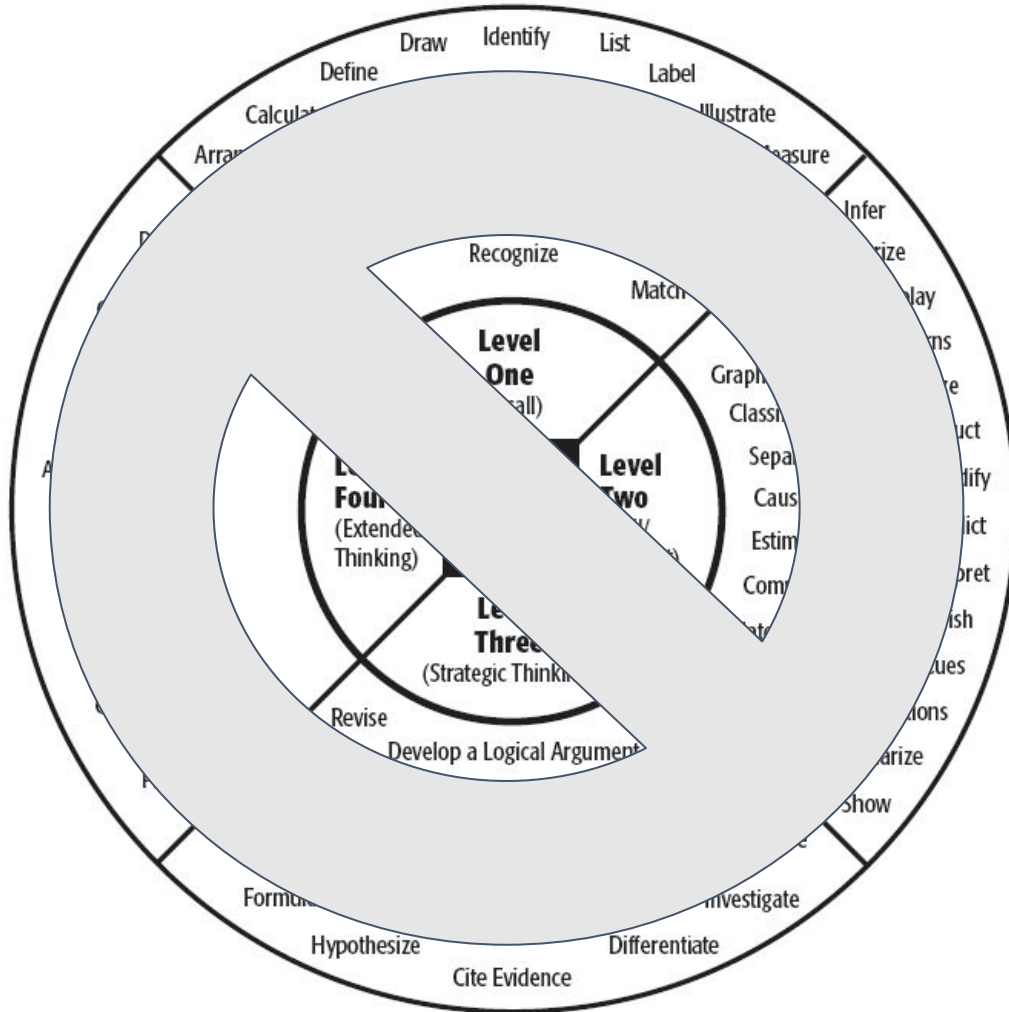


- ✓ **Clarify** DOK levels of questioning.

## Success Criteria



- ✓ **Reflect** and record the percentage of DOK 1,2,3 questions in a recent major assessment and discuss implications of baseline data.



What is the DOK level?	What is the cognitive demand?	What is the demand of the task students must complete?	What is the demand of the mental processing students must perform?	What is the demand of the response students must provide?	What is the demand of the goal and expectation for the student?
<b>DOK 1</b> (recall)	Low	<ul style="list-style-type: none"> <li>Just the facts</li> <li>Just do it</li> </ul>	<ul style="list-style-type: none"> <li>Recall information</li> <li>Recall how to</li> </ul>	Answer correctly	Answer it
<b>DOK 2</b> (skill or concept)	Moderate	<ul style="list-style-type: none"> <li>show and share or summarize</li> <li>comprehend and communicate</li> <li>specify and explain</li> <li>give examples and non-examples</li> <li>provide evidence</li> </ul>	<ul style="list-style-type: none"> <li><b>Apply</b> knowledge, concepts, or skills</li> <li>Use information and basic reasoning</li> </ul>	<b>Establish</b> and <b>explain</b> with examples	Use it to explain it
<b>DOK 3</b> (strategic thinking)	High	<ul style="list-style-type: none"> <li>delve deeply</li> <li>inquire and investigate</li> <li>critical thinking</li> <li>problem solving</li> <li>creative thinking</li> <li>defend, justify or refute evidence</li> <li>connect, confirm, conclude, consider or critique</li> </ul>	<ul style="list-style-type: none"> <li>Think strategically</li> <li>Use <b>complex</b> reasoning <b>supported by evidence</b></li> </ul>	<b>Examine</b> and <b>explain</b> with evidence	Use it to prove it
<b>DOK 4</b> (extended thinking)	High	<ul style="list-style-type: none"> <li>go deep within a subject area</li> <li>go among texts and topics</li> <li>go across the curriculum</li> <li>go beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>extended</b> reasoning <b>supported by expertise</b></li> <li>think extensively</li> </ul>	Explore and <b>explain</b> with examples and evidence <b>over an extended period</b>	Go for it



# DOK (Depth of Knowledge) Levels

## DOK 2

Skill or Concept

TEKS at face value

Application of TEKS

Paragraph/Excerpts

Small 'i' Inferencing

Approaches/Meets

How did the setting influence the plot?

Why did the author include the retelling of David's death within the passage?

Which of the following is the best summary of the excerpt?

What is the text structure of the second paragraph of the excerpt?



# DOK (Depth of Knowledge) Levels

## DOK 3

Strategic Thinking

Extension of TEKS

Text Evidence

Whole Passage

Big 'I' Inferencing

Meets/Masters

Which of the following lines of dialogue encapsulates the theme of the excerpt?

Which of the following excerpts can be used to identify the text structure of the passage?

How does the conflict influence the theme of the excerpt?



# DOK (Depth of Knowledge) Levels

What information can you gather to support the idea that Kurt Vonnegut wrote this excerpt in an effort to show that war is always destructive for all involved?

Any essay written on STAAR or otherwise that requires them to use both inside or outside examples.

## DOK 4

Extended Thinking

Further Extension of TEKS

Synthesis

Creation of Something New

Some of our New Question  
Types

Masters



The owners of a business rented 4,506.23 square feet of space in an office building. They plan to use 281.6 square feet of the space for the kitchen.

How many square feet of space is left?

Enter your answer in the box.

←	→	↶	↷	✕
1	2	3		
4	5	6		
7	8	9		
0	.	$\frac{\square}{\square}$		





## Let's Practice

2:00

Students observe an unknown species during a field study. They observe that the organism is multicellular, is autotrophic, and can reproduce both sexually and asexually. Which kingdom does this organism most likely belong to?

- (A) Archaea
- (B) Animalia
- (C) Bacteria
- (D) Plantae



## Let's Practice

2:00

23

Why is Thomas Jefferson's writing of the Declaration of Independence considered to be one of his greatest contributions to American history?

- (A) He showed responsibility by outlining the structure for a new government.
- (B) He helped define rights that would defeat tyranny.
- (C) He developed a military plan to defeat the British.
- (D) He outlined a strategy for acquiring the Louisiana Territory.

# 🏠 TISD Best Practices

Advanced

60% DOK 2

40% DOK 3

Level

70% DOK 2

30% DOK 3







# It's also about oral questioning.

<p style="text-align: center;"><b>Depth of Knowledge –Level 3</b></p> <p>Students provide support for reasoning, apply complex and abstract thinking, and make decisions.</p>	<p style="text-align: center;"><b>Depth of Knowledge –Level 4</b></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;"><b>Engagement Prompts</b></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;"><b>Engagement Prompts</b></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;"><b>Strategic thinking</b></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;"><b>Extended thinking</b></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.



# 🏠 Activities by DOK Level

Level One Activities	Level Two 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.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.
Label locations on a map.	Solve routine multiple-step problems.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.
	Organize, represent and interpret data.





# 🏠 Activities by DOK Level

<b>Level Three Activities</b>	<b>Level Four Activities</b>
<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>





# Thank You



We appreciate each of you!!

