

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> <li>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</li> <li>Conduct basic mathematical calculations.</li> <li>Label locations on a map.</li> <li>Represent in words or diagrams a scientific concept or relationship.</li> <li>Perform routine procedures like measuring length or using punctuation marks correctly.</li> <li>Describe the features of a place or people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and summarize the major events in a narrative.</li> <li>Use context cues to identify the meaning of unfamiliar words.</li> <li>Solve routine multiple-step problems.</li> <li>Describe the cause/effect of a particular event.</li> <li>Identify patterns in events or behavior.</li> <li>Formulate a routine problem given data and conditions.</li> <li>Organize, represent and interpret data.</li> </ul>	<ul style="list-style-type: none"> <li>Support ideas with details and examples.</li> <li>Use voice appropriate to the purpose and audience.</li> <li>Identify research questions and design investigations for a scientific problem.</li> <li>Develop a scientific model for a complex situation.</li> <li>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</li> <li>Apply a concept in other contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</li> <li>Apply mathematical model to illuminate a problem or situation.</li> <li>Analyze and synthesize information from multiple sources.</li> <li>Describe and illustrate how common themes are found across texts from different cultures.</li> <li>Design a mathematical model to inform and solve a practical or abstract situation.</li> </ul>

## PLANNING THE ASSESSMENT

### STANDARDS

Consider the standards that were addressed in the unit. What skills or concepts will you be assessing? What is the best way for students to demonstrate their understanding? What is the appropriate balance of question formats?

Identify the **ESSENTIAL QUESTIONS/LEARNING TARGETS** from the unit

### Developing the Assessment

Open Response

Multiple Choice

#### Considerations

- What does the content standard mean?
- What is the DOK ceiling of the standard, where appropriate?
- What is the purpose for asking this question?
- Is what I want my students to have learned from this unit reflected in this question?
- Is this an important application of the focus of this unit?
- What content knowledge, including vocabulary, is necessary to answer this question?
- What skill(s) should my students demonstrate in answering this question?

### Developing a Scoring Guide

- **CRITERIA** – What do we want students to know and be able to do?
- **STANDARDS** – How well do we want them to know it and be able to do it?
- **QUALITY DESCRIPTORS** – How will we know when they know it or do it well?