Depth of Knowledge (DOK) Overview Chart

Level of Complexity (measures a student's Depth of Knowledge)	**Key Verbs That May Clue Level**		**Evidence of Depth of Knowledge**
Level 1 **Recall/**Reproduction Recall a fact, information, or procedure. Process information on a low level. <u>Bloom</u> *Know/Remember* "The recall of specifics and universals, involving little more than bringing to mind the appropriate material." *Comprehend/Understand* "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."	Arrange Calculate Cite Define Describe Draw Explain Give examples Identify Illustrate Label Locate List Match	Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate	• Explain simple concepts or routine procedures • Recall elements and details • Recall a fact, term or property • Conduct basic calculations • Order rational numbers • Identify a standard scientific representation for simple phenomenon • Label locations • Describe the features of a place or people • Identify figurative language in a reading passage
Level 2 **Skill/Concept** Use information or conceptual knowledge, two or more steps <u>Bloom</u> *Apply* "Uses information in another familiar situation." (Executes - Carries out a procedures in a familiar task) (Implements - Uses a procedure in an unfamiliar task)	Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate	Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use	• Solve routine multiple-step problems • Describe non-trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and conditions • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues to identify the meaning of unfamiliar words • Describe the cause/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior

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Level 3 **Strategic Thinking** Requires reasoning, developing a plan or a sequence of steps, some complexity <u>Bloom</u> *Analyze* "Breaking information into parts to explore understanding and relationship." *Evaluate* "Checks/Critiques – makes judgments based on criteria and standards."	Appraise Assess Cite evidence Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish	Examine Explain how Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support	• Solve non-routine problems • Interpret information from a complex graph • Explain phenomena in terms of concepts • Support ideas with details and examples • Develop a scientific model for a complex situation • Formulate conclusions from experimental data • Compile information from multiple sources to address a specific topic • Develop a logical argument • Identify and then justify a solution • Identify the author's purpose and explain how it affects the interpretation of a reading selection
Level 4 **Extended Thinking** Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities. <u>Bloom</u> *Synthesize* "Putting together elements and parts to form a whole *Evaluate* Making value judgments about the method."	Appraise Connect Create Critique Design Judge Justify Prove Report Synthesize		• Design and conduct an experiment that requires specifying a problem; report results/solutions • Synthesize ideas into new concepts • Critique experimental designs • Design a mathematical model to inform and solve a practical or abstract situation. • Connect common themes across texts from different cultures • Synthesize information from multiple sources

Levels of Complexity

- Recall/Reproduction – Recall a fact, information, or procedure; process information on a low level
- Skill/Concept – Use information or conceptual knowledge, two or more steps
- Strategic Thinking – Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach
- Extended Thinking – Requires connections and extensions, high cognitive demands and complex reasoning