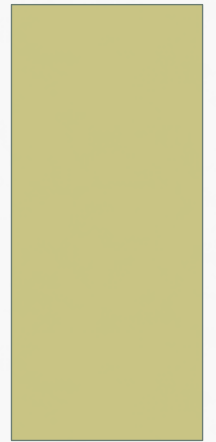


# KPBSD ADMINISTRATORS MEETING

DOK PRESENTATION  
MAY 1, 2013



# DEPTH OF KNOWLEDGE

- Focuses on content standard in order to successfully complete an assessment/standard task
- Is descriptive, not a taxonomy
- Is not the same as difficulty

# LEVEL 1: RECALL AND REPRODUCTION

- General recall (fact, definition, term) or performance of a simple process or procedure
- Involves following a simple, well-known procedure or formula

# LEVEL 1 EXAMPLES

- List animals that survive by eating other animals
- Locate or recall facts explicitly found in text
- Describe physical features of places
- Determine the perimeter or area of rectangles given a drawing or labels
- Identify elements of music using musical terminology
- Identify basic rules for participating in simple games and activities

## LEVEL 2: SKILLS AND CONCEPTS

- Engagement of some mental processing beyond recalling or reproducing a response
- Require students to make some decisions as to how to approach the question or problem
- Imply more than one mental or cognitive process/step

# LEVEL 2 EXAMPLES

- Compare desert and tropical environments
- Identify and summarize the major events, problem, solution, and conflicts in literary text
- Explain the cause-effect of historical events
- Predict a logical outcome based on information in a reading selection
- Explain how good work habits are important at home, at school, and on the job
- Classify plane and three-dimensional figures
- Describe various styles of music

# LEVEL 3: STRATEGIC THINKING

- Requires deep understanding as exhibited through planning, using evidence, and **more demanding cognitive reasoning**
- Cognitive demands are complex and abstract
- Assessment item that has more than one possible answer and **requires students to justify the response they give**

# LEVEL 3 EXAMPLES

- Compare consumer actions and analyze how these actions impact the environment
- Analyze or evaluate the effectiveness of literary elements (e.g., characterization, setting, point of view, conflict and resolution, plot structures)
- Solve a multiple-step problem and provide support with a mathematical explanation that justifies the answer



# LEVEL 4: EXTENDED THINKING

- High cognitive demand and is very complex
- Expected to make connections – relate ideas within the content or among content areas – and have to select or devise one approach among many alternatives on how to solve the problem
- Due to the complexity, level 4 often requires an extended period of time

# LEVEL 4 EXAMPLES

- Gather, analyze, organize, and interpret information from multiple sources (print and nonprint) to draft a reasoned report
- Analyze author's craft (e.g., style, bias, literary techniques, point of view)
- Create an exercise plan applying the "FITT (Frequency, Intensity, Time, Type) Principle"

# VERB ISSUES

- Depth is not determined by the verb, but by the context in which the verb is used and the depth of thinking required

# VERB ISSUE EXAMPLES

- **DOK 3:** *Describe* a model that you might use to represent the relationships that exist within the rock cycle. *(requires deep understanding of rock cycle and a determination of how best to represent it)*
- **DOK 2:** *Describe* the difference between metamorphic and igneous rocks. *(requires cognitive processing to determine the differences in the two rock types)*
- **DOK 1:** *Describe* three characteristics of metamorphic rocks. *(simple recall)*

# DOK TIPS...

- DOK is a scale of cognitive demand.
- Determining the DOK levels requires looking at the assessment item/standard, not student work, in order to determine the level. DOK is about the item/standard-not the student.
- The context of the assessment item/standard, and not the verb chosen, must be considered when determining DOK.

# DOK (Depth of Knowledge)

Level 4:

## Extended Reasoning

☐ A. Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation. B. Assessment activities have multiple steps with extended time provided. C. Students may be asked to relate concepts within the content area and among other content areas. D. Students make real-world applications in new situations

## Level 2: Skill/Concept

☐ A. Focus is on applying skills and concepts (in a familiar/typical situation), relationships (compare, cause-effect), main ideas. B. Requires deeper knowledge than definition  
C. Explaining how or why D. Making decisions E. Estimating, interpreting in order to respond F. One right answer

Level 3:

## Strategic Reasoning

☐ A. Focus is on reasoning & planning in order to respond (e.g., write an essay, apply in new/novel situation). B. Complex and abstract thinking is required. C. Often need to provide support for reasoning or conclusions drawn. D. More than one "correct" response or approach is often possible.

## Level 1: Recall

☐ A. Focus is on specific facts, definitions, details, or using routine procedures (measure, divide, follow recipe, etc.) B. Explaining "that..." C. Can be "difficult" without requiring "deep" content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation) D. Combination of level ones does NOT = level 2. E. One right answer

