

DOK Question Stems

DOK 1

- Can you recall _____?
- When did _____ happen?
- Who was _____?
- How can you recognize _____?
- What is _____?
- How can you find the meaning of _____?
- Can you recall _____?
- Can you select _____?
- How would you write _____?
- What might you include on a list about _____?
- Who discovered _____?
- What is the formula for _____?
- Can you identify _____?
- How would you describe _____?

DOK 2

- Can you explain how _____ affected _____?
- How would you apply what you learned to develop _____?
- How would you compare _____? Contrast _____?
- How would you classify _____?
- How are _____ alike? Different?
- How would you classify the type of _____?
- What can you say about _____?
- How would you summarize _____?
- How would you summarize _____?
- What steps are needed to edit _____?
- When would you use an outline to _____?
- How would you estimate _____?
- How could you organize _____?
- What would you use to classify _____?
- What do you notice about _____?

DOK 3

- How is _____ related to _____?
- What conclusions can you draw _____?
- How would you adapt _____ to create a different _____?
- How would you test _____?
- Can you predict the outcome if _____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of _____?
- What facts would you select to support _____?
- Can you elaborate on the reason _____?
- What would happen if _____?
- Can you formulate a theory for _____?
- How would you test _____?
- Can you elaborate on the reason _____?

DOK 4

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about _____?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.

Depth of Knowledge Potential Activities

Source: Webb's Depth of Knowledge Guide, 2009

Level 1

- Develop a concept map showing a process or describing a topic.
- Make a timeline
- Write a list of keywords you know about...
- Make a chart showing...
- Recite a fact related to...
- Write in your own words...
- Cut out, or draw a picture that illustrates an event, process, or story.
- Report or present to the class.
- Make a cartoon strip showing the sequence of an event, process, or story.
- Write and perform...
- Write a brief outline and explain the event, process, or story.
- Write a summary report of the event
- Prepare a flow chart that illustrates the sequence of events.
- Paraphrase a chapter in the book
- Retell in your own words
- Outline the main points
- Recall, restate, remember, or recognize a fact, term, or property (Recognizing, listing, describing, identifying, retrieving, naming, locating, finding)
- Using basic calculation tasks involving only one step (i.e. addition, subtraction, etc), complete the following...
- Locate or retrieve information in verbatim form.
- Straight-forward recognition tasks related to identifying features, objects and/or steps that don't vary greatly in form (i.e. recognizing features of basic tools).
- Writing tasks that involve applying a standard set of conventions and or criteria that should eventually be automated (i.e. using punctuation, spelling, etc)

Roles

TEACHER Directs Tells Shows Examines Questions Evaluates Demonstrates Listens Compares Contrasts Examines	
STUDENT Responds Remembers Memorizes Explains Restates Interprets Absorbs Recognizes Describes Translates Demonstrates	

Level 2

- Classify a series of steps
- Construct a model to demonstrate how it looks or works
- Practices a play and perform in class
- Make a diorama to illustrate an event
- Write a diary/blog entry
- Make a scrapbook about the area of study
- Make a topographic map
- Make up puzzle or game about the topic
- Write an explanation about this topic for others
- Make a model...
- Routine application tasks (i.e. applying a simple set of rules or protocols to a laboratory situation the same way each time)
- Explaining the meaning of a concept and/or explaining how to perform a particular task
- Stating relationships among a number of concepts and or principles 9
- More complex recognition tasks that involve recognizing concepts and processes that may vary in how they "appear"
- More complex calculation tasks (i.e. multi-step calculations such as standard deviation)
- Research projects and writing activities that involve locating, collecting, organizing and displaying information (i.e. writing a report with the purpose to inform; meeting all steps of the writing process)
- Measurement tasks that occur over a period of time and involve aggregating/organizing the data collected in to basic presentation forms such as a simple table or graph

Roles

TEACHER Shows Observes Organizes Facilitates Evaluates Questions	
STUDENT Solves problems Demonstrates use of knowledge Calculates Compiles Completes Illustrates Constructs	

Level 3

- Use a Venn Diagram that shows how two topics are the same and different
- Design a questionnaire to gather information
- Survey classmates/industry members to find out what they think about particular topics
- Make a flow chart to show the critical stages.
- Classify the actions of the characters in book
- Prepare a report about an area of study
- Conduct an investigation to produce information to support a view
- Write a letter to the editor after evaluation product
- Prepare and conduct a debate
- Prepare a list of criteria to judge
- Write a persuasive speech arguing for/against...
- Make a booklet about five rules you see as important. Convince others.
- Form a panel to discuss viewpoints on...
- Write a letter to... advertising on changes needed.
- Prepare a case to present your view about
- Short-term tasks and projects placing a strong emphasis on transferring knowledge to solve predictable problems
- Recognition tasks when the environment observed is real-world and often contains extraneous information which must be sorted through
- Complex calculation problems presented that draw upon multiple processes
- Identifying a research question and/or designing investigations to answer a question
- Tasks that involve proposing solutions or making predictions

Roles

TEACHER Probes Observes Acts as a resource Organizes Clarifies Guides Evaluates Questions Dissects Accepts	
STUDENT Discusses Uncovers Debates Thinks deeply Examines Questions Judges Disputes Assesses Decides Justifies Argues Tests Calculates Compares Selects	

Level 4

- Applying information to solve ill-defined problems in novel situations
- Tasks that require a number of cognitive and physical skills in order to complete
- Writing and/or research tasks that involve formulating and testing hypotheses over time
- Tasks that require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event
- Tasks that require perspective taking and collaboration with a group of individuals
- Creating graphs, tables, and charts where students must reason through and organize the information without instructor prompts
- Writing tasks that have a strong emphasis on persuasion
- Devise a way to...
- Develop a menu for a new restaurant using a variety of healthy foods
- Sell an idea
- Write a jingle to advertise a new product
- Conduct an internship in industry where students are faced with real-world, unpredictable problems

Roles

TEACHER Facilitates Extends Reflects Analyses Evaluates	
STUDENT Designs Takes risks Proposes Formulates Modifies Plans Creates	