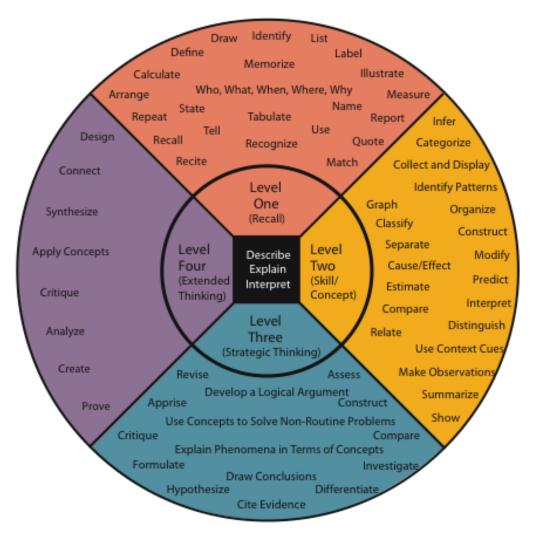
Depth of Knowledge (DOK) Levels



Level One Activities Level Three Activities Level Four Activities Level Two Activities Support ideas with details and Recall elements and details of story Identify and summarize the major Conduct a project that requires events in a narrative. examples. specifying a problem, designing and structure, such as sequence of conducting an experiment, analyzing events, character, plot and setting. Use voice appropriate to the Use context cues to identify the its data, and reporting results/ purpose and audience. meaning of unfamiliar words. Conduct basic mathematical solutions. calculations. Identify research questions and Solve routine multiple-step problems. Apply mathematical model to design investigations for a Label locations on a map. illuminate a problem or situation. Describe the cause/effect of a scientific problem. particular event. Represent in words or diagrams a Analyze and synthesize Develop a scientific model for a scientific concept or relationship. information from multiple sources. Identify patterns in events or complex situation. behavior. Describe and illustrate how common Perform routine procedures like Determine the author's purpose themes are found across texts from measuring length or using Formulate a routine problem given and describe how it affects the different cultures. punctuation marks correctly. data and conditions. interpretation of a reading Design a mathematical model to selection. Describe the features of a place or Organize, represent and interpret inform and solve a practical people Apply a concept in other contexts. or abstract situation.

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?