

# Depth of Knowledge (DOK) Levels



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

## 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?