# Depth of knowledge table

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| **DOK level** | **Example of activity type and expectation** | **Focus/goal and outcome** | |
| Level 1  Recall & Reproduction  *Recall a fact, term, principle, or concept; perform a routine procedure.* | * Support ideas by reference to details in the text. * Use a dictionary to find the meaning of words. * Identify figurative language in a reading passage. * Verbs used include: *identify, recall, use, recognise, calculate, measure, describe/explain.* | **Focus/goal:**   * Facts * Definitions * Routines * Procedures. | **Outcome:**   * Right answer * Definitions * Details * Facts * Routines. |
| Level 2  Basic Application of Skills/Concepts  *Use information, conceptual knowledge; select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organise or display data; interpret or use simple graphs.* | * Use context cues to identify the meaning of unfamiliar words. * Predict a logical outcome based on information in a reading selection. * Identify and summarise the major events in a narrative * Verbs used include: collect, classify, organise, estimate * Observe, explain, describe, interpret, collect, display/compare data, summarise. | **Focus/goal:**   * Make connections * Explain how/why * Approximate * Categorise * Compare/contrast * Interpret * Infer * Determine whether fact or opinion. | **Outcome:**   * Right answer * Apply skill or concept * Focus on relationship by comparing or cause-effect * Explain how/why * Make a decision – estimate * Interpret information. |
| Level 3  Strategic Thinking  *Reason or develop a plan to approach a problem; employ some decision-making and justification; solve abstract, complex, or non-routine problems, complex. (DOK-3 problems often allow more than one possible answer.) Deep knowledge becomes more of a focus. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text.* | * Activities encourage students to explain, generalise, or connect ideas * Activities involve reasoning and planning * Items may involve abstract theme identification and inference across an entire passage or students’ application of prior knowledge * Items may involve superficial connections between texts * Verbs used include: conclude, present evidence, argue a position, explain/ justify. | **Focus/goal**   * Identify and apply * consider various contexts * Plan * Develop a strategy to explain potential resolution. | **Outcome:**   * More than one answer is possible * Apply information in a new context * Reasoning is necessary * Planning is involved * Complex thinking * Abstract thinking * Support provided to explain/defend responses. |
| Level 4  Extended thinking  *Perform investigations or apply concepts and skills to the real world that require time to research, problem solve, and process multiple conditions of the problem or task; perform non-routine manipulations across disciplines, content areas, or multiple sources.* | * Activities require the student to: * take information from at least one passage and apply this information to a new task * develop hypotheses and perform complex analyses of the connections among texts * extend their knowledge and skills * synthesis knowledge to create new solution/ideas. | **Focus/goal:**   * Connect information across all levels * Apply real world contexts * Decipher information and outcomes and find solutions. | **Outcome:**   * More than one possible answer * Time required to process response – to generate * Apply information in a new context (generalise) * Complex reasoning and planning * Multiple steps * Cross-curricular * Real world connections. |