# Depth of knowledge table

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| **DOK level** | **Example of activity type and expectation** | **Focus/goal and outcome** |
| Level 1Recall & 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.
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| 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.
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| 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.
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| 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.
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