

Table 5.2: DOK Levels and Descriptions

DOK Level	Name	Description
1	Recall and Reproduction	<p>Recite facts or use simple skills, procedures, or algorithms.</p> <p>For example:</p> <ul style="list-style-type: none"> • Read a passage and answer a question found directly in the text. • Use punctuation marks correctly. • Add or subtract with an algorithm. • Place words on a science diagram. • Recite the preamble to the Constitution.
2	Skills and Concepts	<p>This requires mental processing beyond recall or a habitual response. Students must make decisions about how to approach the task and may have to put ideas together.</p> <p>For example:</p> <ul style="list-style-type: none"> • Predict the conclusion to a story. • Write a summary that includes the important details in a piece of informational text. • Solve a two-step word problem. • Organize data from a science experiment. • Explain Abraham Lincoln's influence on the Civil War.
3	Strategic Thinking	<p>Reason and plan at higher levels than DOK 1 and 2. Students must analyze text, data, or student work and use evidence to support a conclusion or explain their thinking when reasoning deeply.</p> <p>For example:</p> <ul style="list-style-type: none"> • Determine how the author's purpose affects the interpretation of a text. • Edit an essay. • Solve a nonroutine problem and show the solution pathway chosen to reach the answer. • Use data from an experiment to form a conclusion as it relates to the original hypothesis. • Describe how the geographic features of a region influence its economy.
4	Extended Thinking	<p>Use complex reasoning with high cognitive demand. Students will often be applying knowledge to a new situation by analyzing, synthesizing, or planning. This often requires extended time.</p> <p>For example:</p> <ul style="list-style-type: none"> • Read texts from throughout a time period and compare and contrast the themes using evidence from the texts and historical texts. • Create an argument paper citing multiple sources as evidence. • Create a design for a park within given parameters and prove the design meets the given criteria. • Design and conduct an experiment with analysis of results. • Read informational text about a current event and explain how it compares historically to different events in U.S. history, citing evidence.

Source: Adapted from Hess, 2004, 2005a, 2005b, 2010.