

Depth of Knowledge (DOK): The Basics



Basic Assessment Methods

Target To Be Assessed (WHAT)	DOK Possibilities	Assessment Method (HOW)			
		Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge		Good	Strong	Partial	Strong
Reasoning		Good	Strong	Partial	Strong
Skills		Partial	Poor	Strong	Partial
Product		Poor	Poor	Strong	Poor

Assessment Development Process

Planning, Development, Use

Planning

1. Determine **who will use** the assessment results and **how they will be used** (formative or summative)
2. Identify the learning target to be assessed (deconstruct the standard)
3. Select the appropriate assessment method/methods (target/method match)
4. Determine the sample size (enough information to assess the learning)

Development

5. Select items, exercises, tasks, scoring procedures
6. Review/critique the overall assessment before implementation (alignment)

DOK





Use

7. Administer/score the assessment
8. Revise as needed

Reading Standard 1 (Lit.) – Grade 4

Standard: ELAGSE4RL1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Content Knowledge	Reasoning and Problem Solving	Performance Process Skill	Product Development
<p>Know what a text is.</p> <p>Know what textual details and examples are.</p> <p>Know what an inference is.</p> <p>Know what explicit means.</p>	<p>Determine what a text says explicitly, and refer to examples and details from the text when doing so.</p> <p>Draw inferences about a text, and refer to examples and details from the text when doing so.</p>		

What academic language do students need to know? **Text, examples, details, explicit, inference**

Which type of learning target best represents the level of rigor required by the Standard?

Knowledge

Reasoning

Performance Skill

Product

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Depth of Knowledge (DOK)

Overview of the Basics

Depth of Knowledge 4 Levels

DOK 4:
Extended
Thinking

DOK 3:
Strategic
Thinking

DOK 2:
Skills and
Concepts

DOK 1:
Recall and
Reproduction

**DOK 1:
Recall and
Reproduction**

**DOK 4:
Extended
Thinking**



Examples of DOK 1

- Recall elements and details of story elements, such as sequence of events, character, setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Recall the features of a place or people.

Examples of DOK 4

- Synthesize information across multiple sources or texts
- Writing and/or research tasks that involve formulating and testing hypotheses over time
- Design a mathematical model to inform and solve a practical or abstract situation
- Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results

DOK 2: Skills and Concepts



DOK 3: Strategic Thinking



Examples of DOK 2

- Identify and summarize the major events in a narrative.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a problem given data and conditions.
- Organize, represent, and interpret data.

Examples of DOK 3

- Support ideas with details and examples.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.
- Evaluate the thinking presented in a scenario then defend or refute by identifying flaws in thinking presented.

DOK is...

- DOK = Cognitive Demand (the depth of thinking; the kind and level of thinking required of the question)
- A way to express the rigor level of an item based on alignment with Learning Targets

DOK is NOT...

- About the verb
 - Verbs can be misleading (describe, analyze)
 - Look beyond the verb to identify the *task* required by the item
- About a category of student; it is about the cognitive demand required of the item
- $DOK\ 1 + DOK\ 1 \neq DOK\ 2$



Standard → Learning Targets

Content Knowledge	Reasoning and Problem Solving	Performance Skills	Product Development
Recall Understand	Apply Compare/Contrast Cause/Effect Infer Decide Judge Evaluate Interpret	Combination of Content Knowledge and Reasoning or Problem Solving in order to give a live demonstration of a skill; focus is on quality of live demo	Combination of Content Knowledge and Reasoning and/or Problem Solving in order to create a tangible product ; focus is on quality of product
DOK 1 DOK 2	DOK 2 DOK 3		

Depth of Knowledge (DOK) → Assessment Item

Reading Standard 1 (Lit.) – Grade 4

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Knowledge



Reasoning

Performance Skill

Product

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<p>DOK 1 DOK 2</p>	<p>DOK 2 DOK 3</p>		

ELA Grade 4

What is the definition of **inference**?

- A. the get in the way
- B. a wooden boundary
- C. a conclusion based on evidence
- D. a reading strategy used with fiction texts

ELA Grade 4

Which textual detail **BEST** supports the inference that Lin doesn't care about making friends?

- A. Her mom's job kept the family moving.
- B. The family moved 4 times in 7 months.
- C. Lin didn't try to learn any other kids' name.
- D. Lin was concerned how her mom would feel about her clothes.

ELA Grade 4

Draw an inference about how the other students think about Lin's attempt to be memorable. Support your answer with details from "A Bad Move."

Relationship Between Rigor of Standard (Learning Targets) and Rigor of Assessment Item (DOK)

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Reasoning	DOK 2 DOK 3 *DOK 4	Good	Strong	Partial	Strong
Skills	Rubric	Partial	Poor	Strong	Partial
Product	Rubric	Poor	Poor	Strong	Poor



Blank Template



Standard:

Knowledge	Reasoning	Performance Process Skill	Product

What academic language do students need to know?

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Performance Skill

Product