

## ● DOK 1: TEACHER WORKS (RECALL AND REPRODUCTION)

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms and/or properties of objects. It may also involve use of simple procedures and/or formulas. There is little transformation or extended processing of the target knowledge required by the tasks that fall into this category. Key words that often denote this particular level include: list, identify and define. A student answering a Level 1 item either knows the answer or does not; that is, the answer does not need to be “figured out” or “solved.”

### POSSIBLE PRODUCTS

QUIZ	LIST	COLLECTION	PODCAST	SOCIAL BOOKMARKING
DEFINITION	WORKBOOK	EXPLANATION	CATEGORIZING/ TAGGING	SEARCHING
FACT	REPRODUCTION	SHOW AND TELL	COMMENTING	GOOGLING
WORKSHEET	VOCABULARY QUIZ	OUTLINE	BULLETING	
TEST	RECITATION	BLOG	HIGHLIGHTING	
LABEL	EXAMPLE	WIKI	SOCIAL NETWORKING	

### ROLES

TEACHER		STUDENT	
DIRECTS	TELLS	RESPONDS	ABSORBS
SHOWS	EXAMINES	REMEMBERS	RECOGNIZES
QUESTIONS	EVALUATES	MEMORIZES	DESCRIBES
DEMONSTRATES	LISTENS	EXPLAINS	TRANSLATES
COMPARES	CONTRASTS	RESTATES	DEMONSTRATES
EXAMINES		INTERPRETS	

### NOTES TO SELF:

## ● DOK 2: STUDENT WORKS (BASIC SKILLS AND CONCEPTS)

This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.” The learner should make use of information in a context different from the one in which it was learned.

### POSSIBLE PRODUCTS

PHOTOGRAPH	PRESENTATION	REVERSE-ENGINEERING	BLOG COMMENTING	ILLUSTRATION
INTERVIEW	CRACKING CODES	BLOG REFLECTING	SIMULATION	PERFORMANCE
LINKING	MODERATING	SCULPTURE	DEMONSTRATION	EXPLAIN
SOLVE	CATEGORIZE	GENERALIZE	TRANSLATE	ESTIMATE
MIND MAPS	JOURNAL			

### ROLES

TEACHER		STUDENT	
SHOWS	FACILITATES	SOLVE PROBLEMS	DEMONSTRATES USE OF KNOWLEDGE
OBSERVES	EVALUATES	CALCULATES	COMPILES
ORGANIZES	QUESTIONS	COMPLETES	ILLUSTRATES
		CONSTRUCTS	

### NOTES TO SELF:

## ● DOK 3: STUDENT THINKS (STRATEGIC THINKING & REASONING)

Items falling into this category demand a short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category. The expectation established for tasks at this level tends to require coordination of knowledge and skill from multiple subject-matter areas to carry out processes and reach a solution in a project-based setting. Key processes that often denote this particular level include: analyze, explain and support with evidence, generalize, and create.

### POSSIBLE PRODUCTS

GRAPH	SURVEY	DEBATE	CONCLUDE	PODCAST
SPREADSHEET	DATABASE	PANEL	PROGRAM	PUBLISHING
CHECKLIST	REPORT	FILM	CHART	ABSTRACT
EVALUATING	ANIMATION	OUTLINE	INVESTIGATE	VIDEO CAST

### ROLES

TEACHER		STUDENT	
PROBES	GUIDES	DISCUSSES	UNCOVERS
OBSERVES	EVALUATES	DEBATES	THINKS DEEPLY
ACTS AS A RESOURCE	QUESTIONS	EXAMINES	QUESTIONS
ORGANIZES	DISSECTS	JUDGES	DISPUTES
CLARIFIES	ACCEPTS	ASSESSES	DECIDES
GUIDES		JUSTIFIES	TESTS
		SELECTS	COMPARES

### NOTES TO SELF:

## ● DOK 4: STUDENT THINKS & WORKS (EXTENDED THINKING)

Curricular elements assigned to this level demand extended use of higher order thinking processes such as synthesis, reflection, assessment and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes. Employing and sustaining strategic thinking processes over a longer period of time to solve the problem is a key feature of curricular objectives that are assigned to this level. Key strategic thinking processes that denote this particular level include: synthesize, reflect, conduct, and manage.

### POSSIBLE PRODUCTS

FILM	PROJECT	NEW GAME	NEWSPAPER	STORY
PLAN	SONG	MEDIA PRODUCT		

### ROLES

TEACHER		STUDENT	
FACILITATES	EXTENDS	DESIGNS	FORMULATES
REFLECTS	ANALYZES	TAKES RISKS	MODIFIES
EVALUATES		PROPOSES	PLANS
		CREATES	

### NOTES TO SELF:

