

# DOK Question Stems

<p><b>DOK 1</b></p> <ul style="list-style-type: none"> <li>• Can you recall ____?</li> <li>• When did ____ happen?</li> <li>• Who was ____?</li> <li>• How can you recognize ____?</li> <li>• What is ____?</li> <li>• How can you find the meaning of ____?</li> <li>• Can you recall ____?</li> <li>• Can you select ____?</li> <li>• How would you write ____?</li> <li>• What might you include on a list about ____?</li> <li>• Who discovered ____?</li> <li>• What is the formula for ____?</li> <li>• Can you identify ____?</li> <li>• How would you describe ____?</li> </ul>	<p><b>DOK 2</b></p> <ul style="list-style-type: none"> <li>• Can you explain how ____ affected ____?</li> <li>• How would you apply what you learned to develop ____?</li> <li>• How would you compare ____? Contrast ____?</li> <li>• How would you classify ____?</li> <li>• How are ____ alike? Different?</li> <li>• How would you classify the type of ____?</li> <li>• What can you say about ____?</li> <li>• How would you summarize ____?</li> <li>• How would you summarize ____?</li> <li>• What steps are needed to edit ____?</li> <li>• When would you use an outline to ____?</li> <li>• How would you estimate ____?</li> <li>• How could you organize ____?</li> <li>• What would you use to classify ____?</li> <li>• What do you notice about ____?</li> </ul>
<p><b>DOK 3</b></p> <ul style="list-style-type: none"> <li>• How is ____ related to ____?</li> <li>• What conclusions can you draw ____?</li> <li>• How would you adapt ____ to create a different ____?</li> <li>• How would you test ____?</li> <li>• Can you predict the outcome if ____?</li> <li>• What is the best answer? Why?</li> <li>• What conclusion can be drawn from these three texts?</li> <li>• What is your interpretation of this text? Support your rationale.</li> <li>• How would you describe the sequence of ____?</li> <li>• What facts would you select to support ____?</li> <li>• Can you elaborate on the reason ____?</li> <li>• What would happen if ____?</li> <li>• Can you formulate a theory for ____?</li> <li>• How would you test ____?</li> <li>• Can you elaborate on the reason ____?</li> </ul>	<p><b>DOK 4</b></p> <ul style="list-style-type: none"> <li>• Write a thesis, drawing conclusions from multiple sources.</li> <li>• Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.</li> <li>• Write a research paper on a topic.</li> <li>• Apply information from one text to another text to develop a persuasive argument.</li> <li>• What information can you gather to support your idea about ____?</li> <li>• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.</li> <li>• DOK 4 requires time for extended thinking.</li> </ul>

**Table 1: Applying Webb's Depth of Knowledge Levels for Mathematics**

(Adapted from Karin Hess, Center for Assessment/NCIEA by the Kentucky Department of Education, 2005)

<b>Webb's DOK Levels</b>			
<b>Recall and Reproduction (DOK 1)</b>	<b>Skills and Concepts/ Basic Reasoning (DOK 2)</b>	<b>Strategic Thinking/ Complex Reasoning (DOK 3)</b>	<b>Extended Thinking/ Reasoning (DOK 4)</b>
<ul style="list-style-type: none"> <li>• Recall of a fact, information or procedure</li> <li>• Recall or recognize fact</li> <li>• Recall or recognize definition</li> <li>• Recall or recognize term</li> <li>• Recall and use a simple procedure</li> <li>• Perform a simple algorithm.</li> <li>• Follow a set procedure</li> <li>• Apply a formula</li> <li>• A one-step, well-defined, and straight algorithm procedure.</li> <li>• Perform a clearly defined series of steps</li> <li>• Identify</li> <li>• Recognize</li> <li>• Use appropriate tools</li> <li>• Measure</li> </ul>	<ul style="list-style-type: none"> <li>• Students make some decisions as to how to approach the problem</li> <li>• Skill/Concept</li> <li>• Basic Application of a skill or concept</li> <li>• Classify</li> <li>• Organize</li> <li>• Estimate</li> <li>• Make observations</li> <li>• Collect and display data</li> <li>• Compare data</li> <li>• Imply more than one step</li> <li>• Visualization Skills</li> <li>• Probability Skills</li> <li>• Explain purpose and use of experimental procedures.</li> <li>• Carry out experimental procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Requires reasoning, planning using evidence and a higher level of thinking</li> <li>• Strategic Thinking</li> <li>• Freedom to make choices</li> <li>• Explain your thinking</li> <li>• Make conjectures</li> <li>• Cognitive demands are complex and abstract</li> <li>• Conjecture, plan, abstract, explain</li> <li>• Justify</li> <li>• Draw conclusions from observations</li> <li>• Cite evidence and develop logical arguments for concepts</li> <li>• Explain phenomena in terms of concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Performance tasks</li> <li>• Authentic writing</li> <li>• Project-based assessment</li> <li>• Complex, reasoning, planning, developing and thinking</li> <li>• Cognitive demands of the tasks are high</li> <li>• Work is very complex</li> <li>• Students make connections within the content area or among content areas</li> <li>• Select one approach among alternatives</li> <li>• Design and conduct experiments</li> <li>• Relate findings to concepts and phenomena</li> </ul>