**Level One Activities**
- Recall elements and details of story structure, such as sequence of events, character, plot and setting.
- Conduct basic mathematical calculations.
- Label locations on a map.
- Represent in words or diagrams a scientific concept or relationship.
- Perform routine procedures like measuring length or using punctuation marks correctly.
- Describe the features of a place or people.

**Level Two Activities**
- Identify and summarize the major events in a narrative.
- Use context cues to identify the meaning of unfamiliar words.
- Solve routine multiple-step problems.
- Describe the cause/effect of a particular event.
- Identify patterns in events or behavior.
- Formulate a routine problem given data and conditions.
- Organize, represent and interpret data.

**Level Three Activities**
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- 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.

**Level Four Activities**
- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
- Apply mathematical model to illuminate a problem or situation.
- Analyze and synthesize information from multiple sources.
- Describe and illustrate how common themes are found across texts from different cultures.
- Design a mathematical model to inform and solve a practical or abstract situation.

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## DOK Question Stems

### DOK 1
- Can you recall _____?
- When did _____ happen?
- Who was _____?
- How can you recognize _____?
- What is _____?
- How can you find the meaning of _____?
- Can you recall _____?
- Can you select _____?
- How would you write _____?
- What might you include on a list about _____?
- Who discovered _____?
- What is the formula for _____?
- Can you identify _____?
- How would you describe _____?

### DOK 2
- Can you explain how _____ affected _____?
- How would you apply what you learned to develop _____?
- How would you compare _____?
- Contrast _____?
- How would you classify _____?
- How are _____ alike? Different?
- How would you classify the type of _____?
- What can you say about _____?
- How would you summarize _____?
- How would you summarize _____?
- What steps are needed to edit _____?
- When would you use an outline to _____?
- How would you estimate _____?
- How could you organize _____?
- What would you use to classify _____?
- What do you notice about _____?

### DOK 3
- How is _____ related to _____?
- What conclusions can you draw _____?
- How would you adapt _____ to create a different _____?
- How would you test _____?
- Can you predict the outcome if _____?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of _____?
- What facts would you select to support _____?
- Can you elaborate on the reason _____?
- What would happen if _____?
- Can you formulate a theory for _____?
- How would you test _____?
- Can you elaborate on the reason _____?

### DOK 4
- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about _____?
- 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.
- DOK 4 requires time for extended thinking.

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From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins
<table>
<thead>
<tr>
<th><strong>Depth of Knowledge –Level 3</strong></th>
<th><strong>Depth of Knowledge –Level 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students provide support for reasoning, apply complex and abstract thinking, and make decisions.</td>
<td>Students make connections, related ideas within the content or among content areas, and devise one approach among alternatives on how a situation can be solved.</td>
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<tr>
<th><strong>Engagement Prompts</strong></th>
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<tr>
<td>What makes ____ better than/superior to____? Explain or connect ideas using supporting evidence to _____. Analyze/synthesize information within one data source or text. What is the recurring theme in ______? Provide supporting details. Support your rationale. Evaluate and provide rationale. Verify the reasonableness of _______________. What is your interpretation of ________________? Cite evidence and develop a logical argument for ________________. How is ______________ related to ______________? How would you adapt ______________ to ______________? How would you test ______________? What would happen if ________________?</td>
<td>Investigate and draw conclusions about how _____ impacts the world today. How would you adapt ____ to create ______ that would be applicable in the real world? Analyze and explain multiple perspectives/issues within or across time periods, events, or cultures. Analyze how similar themes or ideas are developed in multiple texts. Evaluate for real-world occurrence. Design ____ to improve ____. Justify your choice. Gather, organize, and interpret information from multiple sources. Write a research report.</td>
</tr>
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<tr>
<th><strong>Strategic thinking</strong></th>
<th><strong>Extended thinking</strong></th>
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<tr>
<td>DOK Level 3 requires higher cognitive demands than the previous levels. Students explain/justify thinking and provide supporting evidence for reasoning or conclusions drawn. Level 3 tasks typically require reasoning, complexity, developing a plan or sequence of steps, and have more than one possible response or solution.</td>
<td>DOK Level 4 requires complex reasoning and time to research, plan, and problem solve, and think. Tasks involve investigation or application to the real world and include non-routine manipulations or connections with and across discipline, content areas, and multiple sources. Students select one approach among many alternatives. Tasks usually occur over an extended period of time.</td>
</tr>
</tbody>
</table>

*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.*
### Revised Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Level 4 Apply</th>
<th>Level 5 Analyze</th>
<th>Level 6 Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student makes use of information in a context different from the one in which it was learned.</td>
<td>The student breaks learned information into parts to explore understandings and relationships.</td>
<td>The student creates new ideas, products, or viewpoints from previously learned information.</td>
</tr>
</tbody>
</table>

### Engagement Prompts

- Which other way would you choose to ________?
- Use other attributes/characteristics to group/sort ________.
- Explain another situation where ________.
- Which factors would you change if ________?
- What questions would you ask of ________?
- Which actions would you take if ________?
- What would the result be if ________?
- Why does ________ Work?

### Apply (level 4)

- Carry out or use a procedure in a given situation

### Analyze (level 5)

- Break down a concept or idea into parts and determine the relationships among the parts.

### Create (Level 6)

- Combine elements or ideas to form a whole; reorganized elements or ideas into new patterns or structures.

### Cognitive Processes

- Carrying out
- Executing
- Implementing
- Using

- Differentiation
- Discrimination
- Finding Coherence
- Integrating
- Deconstruction
- Organizing

- Construction
- Hypothesizing
- Designing
- Planning
- Generating
- Producing

*From Dept-of –knowledge Levels for Four Content Areas by Webb, N.*