**Student/Teacher Roles and Products by DOK Level**

**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 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 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.”

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| **Possible Products** | | | | |
| Quiz | List | Collection | Podcast | Copy |
| Definition | Workbook | Explanation | Categorizing | Searching |
| Fact | Reproduction | Show and Tell | Commenting | Googling |
| Worksheet | Vocabulary Quiz | Outline | Bulleting |  |
| Test | Recitation | Blog | Highlighting |  |
| Label | Example | Wiki | Social Networking |  |

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| **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 |  |

**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.

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| **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 |  |  |  |

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| **Roles** | | | |
| **Teacher** | | **Student** | |
| Shows | Facilitates | Solve Problems | Demonstrates use of Knowledge |
| Observes | Evaluates | Calculates | Compiles |
| Organizes | Questions | Completes | Illustrates |
|  |  | Constructs |  |

**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.

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| **Possible Products** | | | | |
| Graph | Survey | Debate | Conclude | Podcast |
| Spreadsheet | Database | Panel | Program | Publishing |
| Checklist | Report | Film | Chart | Abstract |
| Evaluating | Animation | Outline | Investigate | Video cast |

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| **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 |

**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.

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| **Possible Products** | | | | |
| Film | Project | New Game | Newspaper | Story |
| Plan | Song | Media Product |  |  |

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| **Roles** | | | |
| **Teacher** | | **Student** | |
| Facilitates | Extends | Designs | Formulates |
| Reflects | Analyzes | Takes Risks | Modifies |
| Evaluates |  | Proposes | Plans |