# Depth of Knowledge (DOK) Overview Chart

<table>
<thead>
<tr>
<th>Level of Complexity (measures a student’s Depth of Knowledge)</th>
<th>Key Verbs That May Clue Level</th>
<th>Evidence of Depth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong>&lt;br&gt;Recall/Reproduction&lt;br&gt;Recall a fact, information, or procedure. Process information on a low level.</td>
<td>Arrange&lt;br&gt;Calculate&lt;br&gt;Cite&lt;br&gt;Define&lt;br&gt;Describe&lt;br&gt;Draw&lt;br&gt;Explain&lt;br&gt;Give examples&lt;br&gt;Identify&lt;br&gt;Illustrate&lt;br&gt;Label&lt;br&gt;Locate&lt;br&gt;List&lt;br&gt;Match</td>
<td>• Explain simple concepts or routine procedures&lt;br&gt;• Recall elements and details&lt;br&gt;• Recall a fact, term or property&lt;br&gt;• Conduct basic calculations&lt;br&gt;• Order rational numbers&lt;br&gt;• Identify a standard scientific representation for simple phenomenon&lt;br&gt;• Label locations&lt;br&gt;• Describe the features of a place or people&lt;br&gt;• Identify figurative language in a reading passage</td>
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**Bloom**<br><i>Know/Remember</i><br>“The recall of specifics and universals, involving little more than bringing to mind the appropriate material.”

**Comprehend/Understand**<br>“Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition.”

<p>| <strong>Level 2</strong>&lt;br&gt;Skill/Concept&lt;br&gt;Use information or conceptual knowledge, two or more steps | Apply&lt;br&gt;Calculate&lt;br&gt;Categorize&lt;br&gt;Classify&lt;br&gt;Compare&lt;br&gt;Compute&lt;br&gt;Construct&lt;br&gt;Convert&lt;br&gt;Describe&lt;br&gt;Determine&lt;br&gt;Distinguish&lt;br&gt;Estimate&lt;br&gt;Explain&lt;br&gt;Extend&lt;br&gt;Extrapolate&lt;br&gt;Find&lt;br&gt;Formulate | Generalize&lt;br&gt;Graph&lt;br&gt;Identify patterns&lt;br&gt;Infer&lt;br&gt;Interpolate&lt;br&gt;Interpret&lt;br&gt;Modify&lt;br&gt;Observe&lt;br&gt;Organize&lt;br&gt;Predict&lt;br&gt;Relate&lt;br&gt;Represent&lt;br&gt;Show&lt;br&gt;Simplify&lt;br&gt;Solve&lt;br&gt;Sort&lt;br&gt;Use | • Solve routine multiple-step problems&lt;br&gt;• Describe non-trivial patterns&lt;br&gt;• Interpret information from a simple graph&lt;br&gt;• Formulate a routine problem, given data and conditions&lt;br&gt;• Sort objects&lt;br&gt;• Show relationships&lt;br&gt;• Apply a concept&lt;br&gt;• Organize, represent and interpret data&lt;br&gt;• Use context clues to identify the meaning of unfamiliar words&lt;br&gt;• Describe the cause/effect of a particular event.&lt;br&gt;• Predict a logical outcome&lt;br&gt;• Identify patterns in events or behavior |</p>
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| **Level 3**  
**Strategic Thinking**  
Requires reasoning, developing a plan or a sequence of steps, some complexity | **Appraise**  
**Assess**  
**Cite evidence**  
**Check**  
**Compare**  
**Compile**  
**Conclude**  
**Contrast**  
**Critique**  
**Decide**  
**Defend**  
**Describe**  
**Develop**  
**Differentiate**  
**Distinguish**  
**Examine**  
**Explain how**  
**Formulate**  
**Hypothesize**  
**Identify**  
**Infer**  
**Interpret**  
**Investigate**  
**Judge**  
**Justify**  
**Prove**  
**Report**  
**Support**  
**Solve** | • Solve non-routine problems  
• Interpret information from a complex graph  
• Explain phenomena in terms of concepts  
• Support ideas with details and examples  
• Develop a scientific model for a complex situation  
• Formulate conclusions from experimental data  
• Compile information from multiple sources to address a specific topic  
• Develop a logical argument  
• Identify and then justify a solution  
• Identify the author’s purpose and explain how it affects the interpretation of a reading selection |
| **Bloom**  
**Analyze**  
“Breaking information into parts to explore understanding and relationship.” |  |  |
|  
**Evaluate**  
“Checks/Critiques – makes judgments based on criteria and standards.” |  |  |
| **Level 4**  
**Extended Thinking**  
Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities. | **Appraise**  
**Connect**  
**Create**  
**Critique**  
**Design**  
**Judge**  
**Justify**  
**Prove**  
**Report**  
**Synthesize**  
**Solve**  
**Support**  
**Develop a logical argument**  
**Identify and then justify a solution**  
**Identify the author’s purpose and explain how it affects the interpretation of a reading selection** | • Design and conduct an experiment that requires specifying a problem; report results/solutions  
• Synthesize ideas into new concepts  
• Critique experimental designs  
• Design a mathematical model to inform and solve a practical or abstract situation.  
• Connect common themes across texts from different cultures  
• Synthesize information from multiple sources |
| **Bloom**  
**Synthesize**  
“Putting together elements and parts to form a whole” |  |  |
|  
**Evaluate**  
Making value judgments about the method.” |  |  |
Levels of Complexity

• Recall/Reproduction – Recall a fact, information, or procedure; process information on a low level

• Skill/Concept – Use information or conceptual knowledge, two or more steps

• Strategic Thinking – Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach

• Extended Thinking – Requires connections and extensions, high cognitive demands and complex reasoning