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| **DOK Levels** | **Student Roles & Tasks:****I/we can…** | **Observable Evidence** **of My/Our Learning (with completion dates)** |
| **1 Acquire Foundation** | * Learn and use these facts or vocabulary terms:
* Retrieve/locate data or information (e.g., key word search, from texts)
* Use tools (e.g., calculator, measurement), rules (e.g., editing) or specific resources
* Practice and self-monitor these skills:
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| **2 Use, Connect, Conceptualize** | * Explain relationships (cause-effect; compare-contrast; if-then; parts-to-whole)
* Organize information (e.g., outline, sketch notes, mind map, graphic organizer)
* Summarize key steps, ideas, or events (e.g., storyboard, precis, podcast)
* Make predictions based on observations, prior knowledge, examples/non-examples
* Propose questions (*Why?* *What if?*), problems, or topics to investigate
* Select and use tool(s) or strategies for a specific purpose
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| **3 Deepen & Construct Meaning** | * Uncover relevant, accurate, credible information, flaws in a design or claims
* Identify links with Big Ideas or themes
* Raise questions that explore underlying meanings (*Is that what* t*he author is really saying? What can we learn from this*?)
* Plan how to develop supporting evidence for conclusions, solutions, or claims
* Research, test and revise ideas, solve non-routine problems
* Set learning goals and monitor my/our progress
* Self-assess; give or get feedback to improve quality (e.g., peer conference)
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| **4 Extend, Transfer, Broaden Meaning** | * *Construct* new knowledge, insights linked to Big Ideas or themes
* Modify, create, elaborate based on analysis using multiple sources
* Raise novel questions and investigate real-world problems or issues
* Set learning goals and monitor progress (e.g., self-direction or collaboration)
* Self-manage my/our time on task
* Reflect on my progress/learning; self-assess & use feedback to improve quality
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