## Test Your DOK IQ [IQ= I may still have some Questions]

Individually, read each sample assignment and circle some key words to help you decide whether you think it taps into DOK 1-2-3- or 4 thinking? Refer to the Hess CRMs for support. Then discuss each one with your group and provide your agreed-upon reasoning for the intended DOK levels.

| Instructional Examples | Intended DOK | Your Group's Reasoning – what mental processing is called upon to complete the task? |
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| 1. Listen to or read an article about holidays and then present information describing some of the customs and traditions of the place you read about. | 1 | The product for "presenting" is not specified, so it may not be a full summary (DOK 2). It is likely to be a list of explicit facts or bullet points or perhaps a drawing = DOK 1; little or no analysis required |
| 2. Create a "who am I" wanted poster for a story character or real person. Include key information of what s/he did, traits, and the motivation behind his or her actions. | 2 | Some analysis required to make connections among actions and motivations. Mostly a summary of what is explicitly known. |
| 3. Read a picture book that illustrates cause and effect. Select key sentences and diagram the cause and the effect in each sentence. | 2 | Making connections and basic inferences. |
| 4. Prepare a timeline of an historical time period you are studying. Identify the most important people, places, and events to include. | 2 | Sequencing events; making connections, although the information is likely only explicit information, some decisions will be made about who/what is most important. |
| 5. Identify 6 or more character traits that represent characters in plays we've read. List the traits. Then select a specific character and provide a description of the character. Include the name of the play, the character, and some of the traits. | 2 | Listing traits might be a DOK 1; making some basic inferences about a character's actions, words, and motivations to determine traits is a DOK2. No real reasoning or evidence to back up your description is asked for. |
| 6. Compare and contrast two novels written in about the same time period and determine which version is the most historically accurate. Use evidence cited in the texts and other sources to support your conclusions. | 4 | Use of multiple sources for locating evidence. Requires support for conclusions drawn. |
| 7. Evaluate the historical accuracy of a novel read. Compare evidence in the text to historical facts from the same place and time period to support your conclusions | 4 | Use of multiple sources for locating evidence. Requires support for conclusions drawn. |
| 8. Invent a new word. Include its definition, root word, affix, part of speech, synonyms, antonyms, an example, a sentence using the word, and the context in which you believe the word would be understood. | 2 | Making connections; creative, but not deep |
| 9. Compose an original poem using one of the forms or genres we have studied. Include an analysis using the appropriate terminology and domain-specific language. | 3 | Deep analysis of one source/style/genre |

| 10. | Read two or three biographies of authors who have written in a specific category. Illustrate or report on what elements they have in common. | 2 | Making connections using explicit information; compare-contrast; does not require figuring anything out or drawing conclusions that need to be supported with reasoning or evidence. |
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| 11. | Write or tell this story from another character's point of view. | 3 | same storyline, same characters, same events, just change POV |
| 12. | View several videos of "The Star-Spangled Banner" from educationally respected websites (e.g., History Channel, Smithsonian Institute, or *History Detectives* on PBS). Identify what depictions are more and less prevalent among the sites' videos. Describe how the videos differ. Draw conclusions as to why the different organizations might highlight different aspects of our national anthem. | 4 | analyze multiple representations and focus of the same information and make connections to perspectives or themes of each organization. This might also require some investigation as to the organization's mission. |
| 13. | Create a booklet of _____. Include illustrations, a description of attributes, and other identifiable information for each example. | 1 | A bunch of facts; fun/engaging and creative to make the book, but not deep |
| 14. | Select one of the paintings at http://www.byrdseed.com/wp-content/uploads/ Portrait_of_Dr._Gachet.jpg. Create an implicit statement about what you see, such as describing the style or mood. Then use visual evidence to support your interpretations, such as how you know the person feels (peaceful, sad, upset, lonely, etc.). | 3 | Deep analysis of one source, applying elements of art, principles or design, etc. |
| 15. | Make a table showing the advantages and disadvantages of _____. | 2 | Compare-contrast mostly explicit information, even if coming from multiple sources |
| 16. | Create a presentation to demonstrate the relationships between data, sample, and statistics. | 2 | this is likely to be a summary with definitions and perhaps some examples, but not requiring any analysis; making connections |
| 17. | Create a presentation using a real-world context to discuss the relationships among data, sample, and statistics when designing an investigation. | 3 | Requires strategic thinking and planning |
| 18. | Explain the difference between a ratio and a proportion. Give both examples and non-examples of each to support your explanation. | 2 | Providing examples & non-examples is always DOK 2; requires conceptual understanding and showing relationships |
| 19. | Construct a "place" (city, neighborhood, amusement park, etc.) using all unit geometric shapes and terminology. Label your location. | 2 | Fun and time consuming, but requiring much analysis. |
| 20. | Redesign a "place" (city, neighborhood, amusement park, etc.) for a specific purpose, using all unit geometric shapes in innovative ways. Label the name of your | 3 | Requires strategic thinking, reasoning, and planning |

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| place and your display using math terminology. | | |
| **21.** Two friends were arguing about the best seat in the movie theatre. One of them had heard that it is best to sit so that the angle formed by the line of sight between the left and right sides of the screen is 30 degrees. John believes there is only one seat in the theatre that meets these criteria. Amy argues there is more than one place where the viewing angle is also 30 degrees. Decide/prove who is correct. | 3 | one context to analyze from 2 perspectives; supporting evidence (calculations, measurements, diagrams, words,) required |
| **22.** Create step-by-step instructions on how to draw a particular figure using only a protractor. You must include the angles and the exact measurement of the lines in mm and cm. Make sure to use proper math terminology in your instructions | 2 | Summarizing steps is generally not deep thinking. Saying WHY the steps work would be DOK 3 |
| **23.** Create a game that will teach your classmates about a particular body system. Include facts about the body system, its organs, their functions, and how they work together. Provide a set of directions with your game. | 2 | most games tend to be fact-based and concept-based; they do not require much, if any, analysis |
| **24.** Create a model of one system of the human body. Label each organ/part of the body system describing how the parts of the system work together. Be prepared to answer questions about what might be the short and longer term result if a particular part malfunctions or there is an injury to the system. | 3 | Display is DOJK 1, maybe 2; but must know one system in depth for malfunctioning questions |
| **25.** How does water pollution affect the fishing industry? Which states are most significantly impacted? Locate these states on a map or globe and provide examples to show the impact of pollution on fishing. Create a presentation to share your findings. | 2 | Making connections, cause-effect examples; summarizing factual information |
| **26.** Create your own example for another group to analyze | | |